



Program and School Services Committee Agenda

PSSC:005A

Wednesday, June 9, 2021

4:30 p.m.

Electronic Meeting

Trustee Members:

Rachel Chernos Lin (Chair), Trixie Doyle, Alexandra Lulka, Dan MacLean, Chris Moise, Patrick Nunziata, Chris Tonks

Pages

1. Call to Order and Acknowledgement of Traditional Lands
2. Approval of the Agenda
3. Declarations of Possible Conflict of Interest
4. Delegations

To be presented

5. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees

Timed Item at 5 p.m.

- | | | |
|------|---|---|
| 5.1. | Urban Indigenous Community Advisory Committee Report, May 18, 2021 | 1 |
| | (For receipt) | |
| 5.2. | 2SLGBTQ+ Community Advisory Committee Report, April 27, 2021 | 3 |
| | (For receipt) | |
| 5.3. | Black Student Achievement Community Advisory Committee Report, June 7, 2021 | |
| | To follow | |
| 5.4. | Community Use of Schools Community Advisory Committee Report, May 11, 2021 | 5 |
| | (For receipt) | |

5.5.	Early Years Community Advisory Committee Report, May 14, 2021 (For receipt)	9
5.6.	Environmental Sustainability Community Advisory Committee Report, May 4, 2021 (For receipt)	51
5.7.	Environmental Sustainability Community Advisory Committee 2020-2021 Annual Report (For receipt)	53
5.8.	Equity Policy Community Advisory Committee Report, April 26, 2021 (For receipt)	61
5.9.	Equity Policy Community Advisory Committee Report, May 31, 2021 1. COVID-19 Recovery Plan From an Equity Lens	63
5.10.	French-as-a-Second-Language Community Advisory Committee Report, May 11, 2021 (For receipt)	65
5.11.	Inner City Community Advisory Committee Report, April 22, 2021 1. Federal Child Care Funding	69
5.12.	Inner City Community Advisory Committee Report, May 20, 2021 (For receipt)	71
5.13.	Parent Involvement Advisory Committee Report, May 18, 2021 1. Virtual School Feedback Survey	73
5.14.	Special Education Advisory Committee Report, May 3, 2021 (For receipt)	77
6.	Interim Expectations for Parent/Family Engagement in the School Improvement Process [4109]	81
7.	Review of Secondary Alternative Schools Feasibility Report [4115]	85
8.	Annual Enrolment in Early French Immersion/Middle French Immersion Programs 2021-2022 and Core French Program 2020-2021 [4099]	89
9.	Technology Modernization: 1:1 Device Program [4116]	105

10. Update on the Implementation of Multi-Year Strategic Action Plan:
Academic Pathways [4125] 109
11. Adjournment

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Community Advisory Committee

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: 18th, May 2021

A meeting of the **Urban Indigenous Community Advisory Committee** convened on **18th, May 2021** from **6:00 p.m. to 7:30 p.m.** on ZOOM, with **Elder Dr. Joanne Dallaire** presiding.

Attendance : Dr. Joanne Dallaire (Elder, Chair), Pauline Shirt (Elder), Dr. Duke Redbird (Elder), Tanya Senk (System Superintendent, Indigenous Education, TDSB), Christina Saunders (Principal, TDSB), Robert Durocher (VP, TDSB), Jim Spyropoulos (Executive Superintendent, TDSB), Isaiah Shafqat, (Indigenous Student Trustee), Tracy Mackenzie (Community Liaison, TDSB), Mary Doucette (OA, TDSB), Barbara-Ann Felschow (Retired Principal, TDSB), Natasha Gleeson (SST, TDSB), Marilyn Hew (TYRMC), Paige Kreps (Toronto Inuit Association), Ryan Neepin (Teacher, TDSB), Dr. Bob Phillips (Community), Adrienne Plumley (Instructional Leader, TDSB), Joe Rock (City of Toronto), Waabshka-Mkwa (2Spirits), Brandie Wilson (NLC, NCFST), Selina Young (City of Toronto), Michael Sanders (Principal, TDSB), Clayton Shirt (Elder), Pardeep Nagra (Manager, Employment Equity, TDSB), Jessica Medeiro (NLC East), Michael Griesz (Principal, TDSB)

Also present were: Dan Maclean (Trustee, Ward 2), Alexander Brown (Trustee, Ward 12), Michelle Aarts (Trustee, Ward 16)

Regrets:

Ixchel Bennet (VP, TDSB)

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations.

Round table discussions continue with the Elders and Parent Council.

Indigenous Student Trustee:

Isaiah Shafqat continues planning a 2S Pride Event with Robert Durocher (VP, TDSB), which aims to create a space that is inclusive for our 2S and Indigiqueer students for them to share their stories.

Hiring practices, recruitment, retention and mobility.

Discussions regarding the Indigenous Trustee were highlighted at our last meeting. Dr. Susan Dion spoke to putting together a subcommittee to further discuss and work on the appointment of an Indigenous Trustee. Discussions ongoing.

Pardeep Nagra presented the Employment Equity Report to the members and has committed to presenting on an annual basis.

Part C: Ongoing Matters

No matters to report

Report Submitted by: **Tracy MacKenzie**



Name of Committee: 2SLGBTQ+

Meeting Date: 27th April 2021

A meeting of the 2SLGBTQ+ CAC convened on Tuesday 27th April 2021 from 5:00pm to 7:00pm in a virtual zoom meeting with Sandy Spyropoulos presiding. A discussion with the individuals in attendance took place.

Attendance: Anne Creighton (Pflag), Cheryl Dobinson (Planned Parenthood Toronto and Co- Chair), Markus Dokis (ODE), Jacq Hixson-Vulpe (The 519 and Co-Chair), Wayne Martino (University of Western Ontario), Saige McMahon (2-Spirited People of the 1st Nations), Rachel Paris (Community Member),
Anne Penner (Planned Parenthood Toronto), Terrence Rodriguez (Rexdale Community Health Centre), Vivian Tran (Community member)

Trustees: Trustee Trixie Doyle, Trustee Chris Moise (Co- chair), Student Trustee Isaiah Shafqat

Staff Lead: Sandy Spyropoulos
Administrative Support: Melanie Pearce
Staff:
Arthur Burrows (VSS Secondary teacher)
Ryan Eaton (Community Services)
Ken Santos (Glenview Elementary Teacher)

Guests:
Ros Salvador (TDSB Human Rights Office) Peter Singh (Executive Officer IT services) Shulin Dave (IT Services) Kevin Bradbeer (IT services)

Regrets: Trustee Alexander Brown
Trustee Dan Maclean
Robert Durocher (Staff)
Maya Edwards (Student)
Andrea Landaeta (Student)
Amanda Pearse (Luminous community services)
Jim Spyropoulos

Part A: Recommendations

N/A

Part B: For Information Only

Two-Spirit Pride events taking place in June:

- Wednesday, June 16 - Launch of Two-Spirit Pride and in the afternoon a youth panel
- Thursday, June 17 - We will have authors and Elders
- Friday, June 18 - Two-Spirit and Indigiqueer artists share their stories on a panel
- The goal is to build a strong impactful event for groups and communities

The committee was updated on the revisions being made to Transgender guidelines. The CAC highlighted the following concerns:

- Can the OSR be changed in appropriate circumstances to reflect gender appropriate name?
- There is no policy at the TDSB right now for changes to be made without parental consent
- Parents can access report cards until students are 18

In accordance with the Terms of Reference section on “Working Groups” ¹The 2SLGBTQ+ Community Advisory Committee has decided a sub committee is developed to review policies and make recommendations when discussing matters of 2SLGBTQ students with consultation of other CACs

Part C: Ongoing Matters

Report Submitted by: J. Spyropoulos

¹ The committee will strike working groups and/or ad hoc committees as is seen fit. Working Groups will operate as follows:

- o Working groups may be led by voting and non-voting members
- o Non-committee members may participate but not lead
- o An lead must be identified to report back to the full committee
- o Notice of lead resignations must be made to the Community and Trustee chairs, as well as staff



Name of Committee: Community Use of Schools Community Advisory Committee

Meeting Date: 11 May 2021

A meeting of the Community Use of Schools Community Advisory Committee convened on 11 March 2021 from 8:01 a.m. to 9:25 a.m. via Zoom with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

Attendance via Zoom: **Michelle Aarts** (Trustee), **Judy Gargaro** (Etobicoke Philharmonic Orchestra), **Dan MacLean** (Trustee), **Lynn Manning** (Girl Guides of Canada, Ontario Council), **Heather Mitchell** (Toronto Sports Council), **Patrick Rutledge** (Big League Book Club), **Susan Fletcher** (SPACE), **Alan Hrabinski** (Toronto Basketball Association), **Sara Somerset** (Jack of Sports), **Graham Welsh** (Toronto Sports Social Club), **Dave McNee** (Quantum Sports and Learning Association), **Dennis Keshinro** (Belka Enrichment Centre).

Also present were TDSB Staff: **Maia Puccetti** (Executive Officer, Facilities & Planning), **Ugonma Ekeanyanwu** (Acting Facility Permitting Team Leader), **Ndaba Njobo** (Facility Permitting Coordinator), **Shirley Adderley** (Manager, Facilities Issues & System Liaison), **Jonathan Grove** (Interim Senior Manager, Plant Operations), **Meenu Jhamb** (Administrative Assistant), **Tina Androutsos** (Executive Assistant, TDSB).

Guests: **Elizabeth Lukie** (Hutt Piano Class), **Terrance Philips** (Phillips Basketball Academy), **David Smith** (Trustee), **Emily Langer** (Young People's Theatre), **Aina Favour** (York University Student).

Regrets: **Sam Glazer** (Congregation Beth Haminyan), **Narni Santos** (The Learning Enrichment Foundation), **Ralph Nigro** (TSAA), **Gerry Lang** (Citizens For Life Long Learning), **Doug Blair** (North Toronto Soccer Club).

Part A: Recommendations

None

Part B: For Information Only

Update on Permit Use

Staff provided an update - permits have been cancelled until the end of June, given that the provincial Stay-at-Home order is in place to at least June 3rd and typically school-year permits do not extend beyond mid-June. The issuance of permits for field use is also on hold pending further direction from the province and Toronto Public Health (TPH). Staff responded to a question regarding the no-charge permits that are provided to the 44 Local Neighbourhood Support Programs (LNSP) schools – the issue is if summer camps are permitted by TPH and what are the health and safety requirements for these camps.

Staff also spoke about planning for a gradual, phased return of community use of schools starting in the fall, after school resumes – subject to direction from TPH. Staff in the Permit department would be able to activate this plan within a week's notice from TPH. Outdoor use of fields may also be approved after June 3. Staff will provide an update at the next CUSCAC meeting.

Part C: Ongoing Matters

Onboarding for New Committee Members

Co-chair Gargaro provided an update that this work continues, including work to update the CUSCAC web page information and provide some information regarding acronyms used for Board meetings/events. CUSCAC members requested that we make sure that there be generic language and that accessibility is addressed.

Focus on Youth Update

Staff confirmed that there will be FOY students hired by Facility Services in the summer, to assist with caretaking. It was confirmed that summer school will be virtual this summer. Other TDSB departments may also be hiring FOY students but not clear if the work will be in-person or virtual. Trustee Aarts mentioned that there will be an update on Focus on Youth presented at the May 12 Facilities Business Enrolment Committee (FBEC) meeting. CUSCAC members had concerns that there was not enough time to plan if

community groups were to have access to FOY students. There was a further concern about the cost of permits if there was not support from Continuing Ed through FOY.

Trustee Report

Trustee Aarts provided further information regarding the Focus on Youth (FOY) funding. \$3.08M FOY funding has been approved for 2021/2022 however the Priority Schools Initiative (PSI) funding, a portion of which was used to support FOY programs, still remains eliminated. More information will be provided at the May 12 FBEC. Staff from Continuing Education who oversee the Focus on Youth program will be invited to provide an update at the next CUSCAC meeting in June.

Trustee Aarts also provided an update that the Ministry is directing school boards to plan for return to school in September - very little additional pandemic-support funding will be provided. The Board has been advocating for vaccination of students and staff before the start of school in September.

Other Business

As all the Community Advisory Committee meetings stop over the summer, there was some discussion as to how gather feedback from CUSCAC in time for a possible September return of permitting schools. Executive Officer Puccetti suggested that staff could present the plan for the gradual permitting of schools at the next CUSCAC meeting in June. And the Permits department can also send an update email to all permit holders in mid-August.

Also, representatives from SPACE Coalition are working on a briefing note to send to the Minister, regarding the value and importance of community use of schools, and the role of the community advisory committee.

Report Submitted By: Maia Puccetti

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Community Advisory Committees

Name of Committee: Early Years Community Advisory Committee (EYCAC)

Meeting Date: **May 14, 2021**

A meeting of the **Early Years Community Advisory Committee** convened on **May 14, 2021** from **10:00a.m.** to **12:00p.m.** in a **Virtual Zoom Meeting**, with **Community Co-Chairs: Pam McArthur and Jill Oakes** presiding.

Attendance:

Pam McArthur (Community Co-Chair/ Runnymede Adventure Club), Jill Oakes (Community Co-Chair/ YMCA Child Care), Diane Banks (Toronto Public Library), Patricia Chorney Rubin (George Brown College), Shiromie Ganesh (Heart Beatz Child Care), Anabela Ferreira (Woodgreen Child Care), Dan MacLean (Trustee), Nicola Maguire (LEF), Stephanie Nickle (Woodgreen Child Care), Kim Rogers (Sunshine Child Care), Ann Marie Schiraldi (Toronto Children's Services), Irena Setnik (Silver Creek Pre-School), and Patrina Stathopoulos (Dandylion Daycare)

Also present were TDSB Staff: Marisa Chiu (Executive Officer of Finance), Cynthia Grundmann (Senior Policy Advisor/Manager Early Years and Child Care Services), Karen Guthrie (Early Years Coordinator, Child Care Services), Liz Hoang (Child Care Services Manager), Nadejda Lekosky (Early Years Coordinator, Child Care Services), Anastasia Poulis (Centrally Assigned Principal, Early Years), Indushan Rajakulasingam (Business Analyst, IT Portfolio Management & Communications), and Peter Singh (Executive Officer, Information Technology/Information Management and Freedom of Information and Privacy)

Also present were Guests: Michelle Aarts (Trustee), Robert Spencer (Parent and Community Member- ICCAC)

Regrets:

Rachel Chernois-Lin (Trustee), Jeff deFreitas (PLASP Child Care Services), Nancy Hendy (Toronto Children's Services), Jennifer Story (Trustee Co-Chair), and Lorrie Weddell (NYAD - Donwood)

Part A: Recommendations

No recommendation.

Part B: For Information Only

- An update on EYCAC membership was provided by Community Co-Chairs' Jill Oakes and Pam McArthur. The following representative was introduced as a new member replacing past member Nicola Maguire, Director of Early Years Learning Enrichment Foundation (LEF).
- TDSB staff shared the slide presentation, research data and a link from Ontario Public Health and Strides that was presented during the May 13, 2021 Toronto Child and Family Network (TCFN) meeting. The data was on the health and well-being of children and families during the COVID-19 pandemic (see attached).
- TDSB staff confirmed plans to run the Extended Day Program Summer Camp from July 5th to August 20th at select schools, pending approval from public health officials.
- An update was provided by Cynthia Grundmann, Senior Policy Advisor/Manager, Early Years and Child Care Services who shared the following information:

Emergency Child Care (ECC) update:

- Emergency Child Care programs are currently operating at 23 sites in TDSB schools. These programs serve students in Grades K-6 whose parents/guardians are considered essential workers. TDSB recognizes the importance of this service for families and has committed to providing access to program space in TDSB schools. At this time, TDSB does not have any further information around when schools will reopen however confirmed that Emergency Child Care services for eligible families will continue for the duration of the remote learning period and until face to face instruction resumes.

Permits update:

- At this time, the TDSB has not reached a decision on community access and summer permits. While TDSB has accepted summer permit applications, these will remain on hold until further direction is provided from the Province and Toronto Public Health.

TDSB School Calendar:

- The proposed 2021 holiday calendar was sent to child care partners on April 26th and the draft 2021-22 school year calendar will follow shortly. Both have been submitted to the Ministry of Education and are pending approval.
- December 31st is TDSB's New Year's statutory holiday and as a result permits cannot be offered on this day.
- Toronto Children Services (TCS) shared that the budget process for licensed operators will not have any financial impact related to the December 31st statutory holiday closure. More information will be provided once the Children's Services budget cycle is finalized. Operators were encouraged to speak to their consultant about specific changes related to their program locations and operating days.
- It was confirmed that Before-and After-School Programs can operate summer programming until the first day of school instruction (TBC September 9, 2021), including on professional learning or professional development days in early September.
- This year the last day of classes for elementary students is June 29, 2021. The last elementary school PA Day is June 4, 2021.

<https://www.tdsb.on.ca/About-Us/School-Year-Calendar>

Part C: Ongoing Matters

- Peter Singh, Executive Officer, Information Technology/Information Management and Freedom of Information and Privacy, Indushan Rajakulasingam, Business Analyst, IT Portfolio Management & Communications, and Marisa Chiu, Executive Officer of Finance provided an update on the Wi-Fi access request for child care operators.
- Peter stated that TDSB is only looking at infrastructure that is currently in place for child care centres. There is no funding to facilitate the development of new infrastructure in order to provide Wi-Fi access to child cares. If a site (school location) does not have Wi-Fi infrastructure in place, TDSB is not in a position to initiate this installation. It was noted that child cares operating in exclusive space would not be included in wall to wall infrastructure.
- Peter shared that Wi-Fi service could be available this September if everything (administrative processes, etc.) is in place. Free service cannot be provided as the Board will incur costs to provide and manage this service to child cares.
- Peter and other departments are looking into how is TDSB going to charge and manage fees/payments for this service to cover TDSB costs. Some key questions that need to be addressed include: How is the user ID going to be maintained when a staff move from one location to another? What happens when a staff leaves and a new staff ID is required? It was noted that each time any service data is added/modified, TDSB resources are going to be needed.
- Marisa stated the billing process could be a quarterly, semi-annually, or annually to reduce the amount of transactions and related administration. It is expected that there will be substantial labour required initially to set up the vendors for billing and managing changes to users accounts/IDs.

Report Submitted by: Cynthia Grundman

Health and Well-being of Children and Families during the COVID-19 pandemic

Sarah Carsley, PhD

Applied Public Health Science Specialist – Healthy Growth & Development

May 13, 2021

Toronto Child and Family Network

Who I am

- I want to start by positioning myself as a settler on Indigenous land and as a white, cis-gender woman. I hold many privileges that I continue to benefit from including being White, able-bodied, fluent in English, gainfully employed and highly educated. I acknowledge that these identities affect the lens I bring to my work. I am committed to listening, acknowledging, and reflecting on the privileges I hold, and the knowledge I prioritize and share.

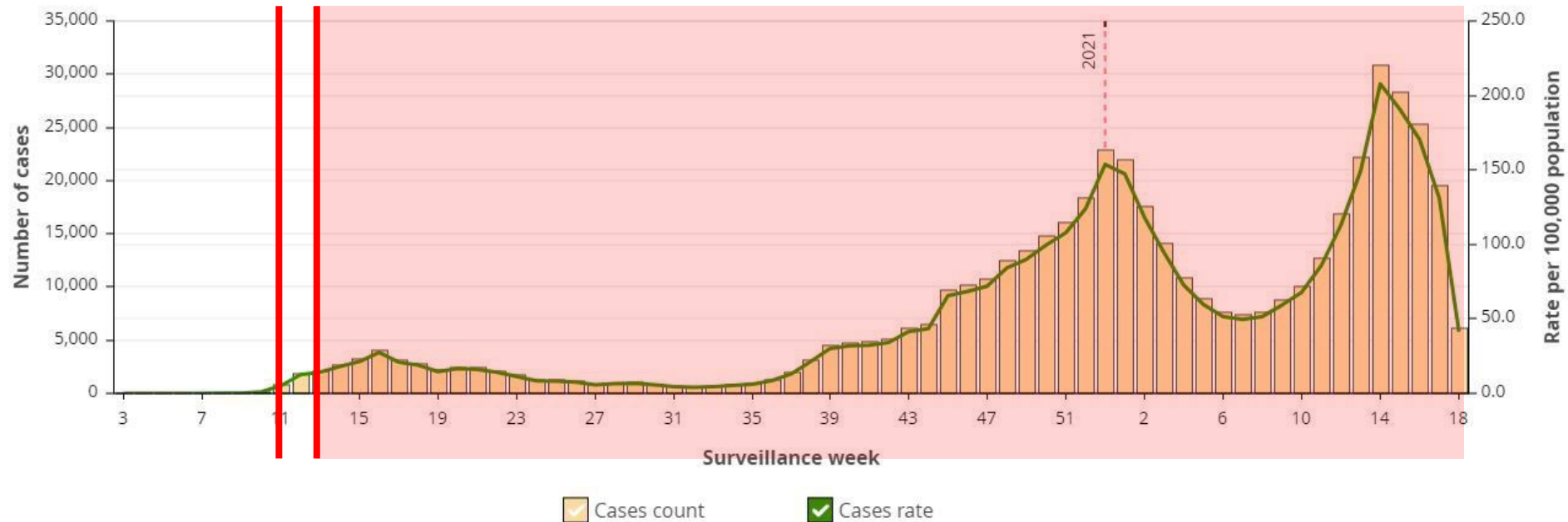
Outline

- Describe evidence from our rapid review
 - “Negative impacts of community-based public health measures on children, adolescents, and families during the COVID-19 pandemic: Update”
 - Highlight specific Canadian data
- What happened to other public health services during COVID-19?
 - Briefly describe the impact of public health nurses (PHNs) redeployment on the Healthy Babies Healthy Children/Nurse-Family Partnership programs
- Identify some health inequities exacerbated by COVID-19
- Provide some suggested recommendations for services to mitigate these negative effects in communities

COVID-19 in Ontario

- Immediate concern about how lockdown measures were going to affect children and families

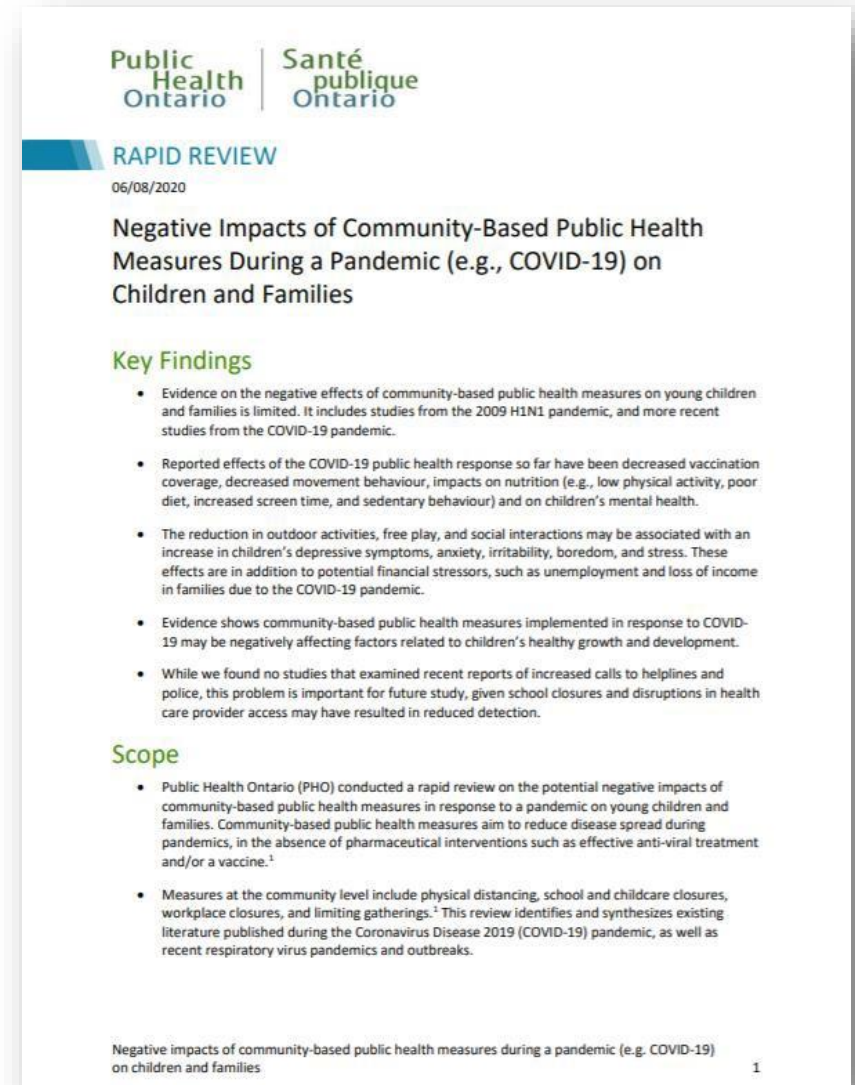
COVID-19 weekly case counts and rates by episode date in Ontario



<https://www.publichealthontario.ca/en/data-and-analysis/infectious-disease/covid-19-data-surveillance/covid-19-data-tool?tab=trends>

Initial review conducted in May 2020

- RQ - What are the negative impacts on health and well-being of public health measures implemented in response to a pandemic (e.g., COVID-19) on young children and families?
- Looked only at younger children (<12 years)
- Included evidence from other pandemics (e.g., SARS, H1N1)



Updated in November 2020

- Focuses exclusively on studies published during the COVID-19 pandemic from May to October 2020
- Inclusion criteria was expanded to include adolescents, including the priority populations of LGBTQ, children with disabilities, and children with pre-existing conditions such as medical comorbidities and mental health problems
- The global response to COVID-19 is specific to COVID-19 epidemiology in each country or region; therefore, we have highlighted the study location rather than the exact public health measure enacted



RAPID REVIEW

01/11/2021

Negative Impacts of Community-based Public Health Measures on Children, Adolescents and Families During the COVID-19 Pandemic: Update

What is new in this update?

- This update focuses exclusively on studies published during the Coronavirus Disease 2019 (COVID-19) pandemic from May to October 2020.
- We expanded our inclusion criteria to incorporate evidence of negative impacts in adolescent populations, including the priority populations of LGBTQ+, children with disabilities, and pre-existing conditions such as medical comorbidities and mental health conditions.
- We organized the findings by type of outcome rather than by type of public health measure (e.g. school closure, stay-at-home recommendation). The global response to COVID-19 is specific to COVID-19 epidemiology in each country or region; therefore, we have highlighted the study location rather than the exact public health measure enacted.

Key Findings

- Children's mental health and behaviour have been overall negatively impacted by the COVID-19 public health measures. Young children and adolescents were affected differently. Parents of young children reported more behavioural difficulties, hyperactivity, and conduct problems, while adolescents were more likely to have increased anxiety and depressive symptoms, increased suicidal ideation, and increased frequency of alcohol consumption for those reporting any use.
- Parental stress was a mediator in the association between exposure to COVID-19 public health measures and negative child outcomes. The level of parents' perceived stress due to the COVID-19 pandemic may exacerbate or buffer mental health and behaviour problems in children.
- Other child outcomes negatively impacted by the pandemic included movement behaviours (decreased physical activity, increased sedentary behaviour and screen time), increased food insecurity, negative educational outcomes, increased injuries occurring at home, and increased reports of child maltreatment.
- Health service utilization of tertiary care services (emergency department visits and hospitalizations) decreased substantially during the early months of the pandemic. However, it was reported that illness severity increased, and visits for mental health reasons increased in

Negative impacts of community-based public health measures on children, adolescents, and families during the COVID-19 pandemic: Update

1

Research Question

- *What are the negative impacts on health and well-being of children, adolescents and families from the public health measures implemented in response to the COVID-19 pandemic?*

Methods – rapid review

- A rapid review is a form of knowledge synthesis based the steps of a systematic review, making certain compromises in those steps in order to be timely
 - No quality appraisal
- Multiple electronic database search in MEDLINE, Embase, PSYCINFO, CINAHL, SOCINDEX, and CHILD DEVELOPMENT & ADOLESCENT STUDIES for peer-reviewed studies
- Also did grey literature search and Google Scholar alert search
- Inclusion criteria:
 - During COVID-19 pandemic (about February-September 2020)
 - Children or parents with children <18 years
- Exclusion criteria:
 - Reviews with no methods, commentaries, editorials and conference abstracts

Results

- The library database search identified 846 articles, of which 36 met inclusion criteria
- An additional 20 articles were retrieved from Google Scholar, including preprints
- Total of 56 articles and 7 grey literature reports

Results

- Study design
 - 36 cross-sectional (2 repeated cross-sectional)
 - 5 longitudinal cohorts
 - 6 descriptive studies
 - 3 reviews
 - 1 case-series, 1 qualitative,
 - 2 mixed methods
- Study location
 - Canada
 - US
 - China
 - Italy
 - Spain
 - France
 - UK
 - Israel
 - Germany
 - Norway
 - Many more....

Results

- Study population
 - All ages of children, multiple were only adolescents, mostly parent-reported outcomes
 - Sub-populations:
 - Children with severe obesity, physical disabilities, early life stress (ACEs), preexisting mental health issues
 - One study focused on adolescents identifying as LGBTQ

Results - Outcomes

- Child mental health and well-being
 - Anxiety, depressive symptoms, post-traumatic stress symptoms, and general mental health outcomes (e.g. is your child's mental health worsening?)
 - Child behaviour – conduct problems, emotional problems, hyperactivity-inattention problems
 - Suicide rates, suicidal ideation, self-harm
 - Child maltreatment (reported physical and psychological abuse and neglect)
 - Substance use (alcohol, cannabis, vaping)

Increased Depression Symptoms

- Based on a validated depression measure, all children (those with pre-existing mental health diagnosis and those without) experienced increased depressive symptoms during the 1st lockdown (Cost et al. 2021)
- Many children and youth without preexisting mental health problems have maintained high levels of depressive symptoms despite return to school in the fall (unpublished data)

Cost KT et al., Mostly worse, occasionally better: impact of COVID-19 pandemic on the mental health of Canadian children and adolescents. *Eur Child Adolesc Psychiatry*. 2021 Feb 26:1–14. doi: 10.1007/s00787-021-01744-3.

Increased Substance Use

- A higher proportion of students reported their substance use (alcohol, tobacco, cannabis) *increased* during the second wave (December-March 2021; winter 2021) compared to the first wave (Spring 2020).
- Similarly, a higher proportion reported using substances to *cope* with COVID-19 (unpublished data)

Ontario Agency for Health Protection and Promotion (Public Health Ontario), COMPASS Team. Health behaviours of Ontario secondary school students during wave 1 of the COVID-19 pandemic. Toronto, ON: Queen's Printer for Ontario; 2021. Available at: <https://www.publichealthontario.ca/-/media/documents/ncov/sch/2021/02/summary-report-compass-en.pdf?la=en>

Parent-related outcomes

- Overall, parents reported higher levels of stress, anxiety and depression symptoms
- Parent-related outcomes
 - Parenting practices (harsh, focused soothing, structured, avoidant)
 - Parent-child relationships
 - Parental stress or perceived stress
 - Parenting stress
 - Parent mental health (anxiety or depressive symptoms)
 - Parent resilience
 - Family functioning

Parent-related outcomes (2)

- **Ontario Parent Survey – spring 2020**
 - 1 in 3 parents or caregivers reported moderate to high levels of anxiety, and almost 60% reported symptoms that met the criteria for depression
 - Parents also reported difficulty in managing their children's behaviour (31%), and their child's anxiety and depression (48%)
 - 40% of parents reported their child's mood/behaviour had deteriorated
 - Family dysfunction was also measured with 21% of parents reporting getting into long arguments with their children and 49% indicating a high level of conflict with their spouse

Gonzalez A. Impact of the COVID-19 pandemic on Ontario families with children: findings from the initial lockdown [Internet]. Hamilton, ON: McMaster University; Offord Centre for Child Studies; 2020 [cited 2020 Nov 30]. Available from: <https://strongfamilies.ca/wp-content/uploads/2020/09/OPS-Executive-Report-v6-FINAL.pdf>

Nutrition and Food Insecurity

- Nutrition and food insecurity
 - 1 study examined food choices and weight control behaviours in adolescents that may be related to disordered eating
- We found that changes to nutrition and eating behaviours were not necessarily negative
 - Although food insecurity appears to be increasing at a population-level, eating habits improved for some individuals due to decreased exposure to restaurants and fast food options
 - However, anecdotally there have been reports from tertiary care centres (e.g. Sick Kids) that eating disorder risk behaviours have increased

Movement behaviours (physical activity, sedentary behaviour, screen time, sleep)

- **Canadian Data: Maximum City Report – spring 2020**
 - 51% were sleeping more, 31% were spending more time trying to fall asleep
 - 83% were spending more time using technology
 - 53% were spending less time being physically active
 - 47% felt like they are not spending enough time outside and 49% are not connecting with nature

Maximum City. COVID-19 child and youth well-being study: Canada phase one executive report [Internet]. Toronto, ON: Maximum City; 2020 [cited 2020 Nov 30].

Physical Activity/Outdoor Play

- Canadian data
 - 56% of children aged 5-17 years decreased outdoor activities
 - 53% had less walking and biking
 - 51% had less outdoor play
 - Indoor play increased by 53% and screen time increased by 79% (Mitra et al,. 2020)
 - Only 4.8% of children and 0.6% adolescents were meeting the combined movement behaviour guidelines during COVID-19 restrictions.
 - Both children and adolescents had lower overall physical activity levels, less outside time, more sleep time and more screen time. (Moore et al. 2020)

Mitra R, et al. Healthy movement behaviours in children and youth during the COVID-19 pandemic: exploring the role of the neighbourhood environment. *Health Place*. 2020;65:102418; Moore SA, et al. Impact of the COVID-19 virus outbreak on movement and play behaviours of Canadian children and youth: a national survey. *Int J Behav Nutr Phys Act*. 2020;17(1):85.

Health services utilization

- Pediatric emergency department visits and hospitalizations
 - ED visits decreased by about 60-70%
 - In some cases severity of illness was higher than usual resulting in increased hospitalizations, however this result was inconsistent between studies
- Access to health care and community services
 - Delays in diagnostic services, cancelled medical appointments
 - Delays in parents seeking care for their children (“Coronaphobia”)
 - Reduced case openings for child protective services

Limitation of the literature

- Majority are cross-sectional study designs
- Some studies had small sample sizes and lacked generalizability
- Convenience samples – possible selection bias
- Most data was parent-reported – possible information bias
 - However many of the studies used validated measures for mental health outcomes

Limitations (2)

- The study samples in European, Australian, US, or Canadian studies were predominantly white families with high income and education.
- This may lead to these studies' results biased to the null, if families from diverse ethnicities or racialized communities, who are more likely to experience greater social and health inequities which may be exacerbated during the pandemic, are systematically underrepresented.

Discussion

- Large quantity of evidence concerning the mental health of children and parents during the COVID-19 pandemic
- It was found that overall parent emotional regulation and mental health was highly correlated with their child's mental health and stress
- Family-related variables would be likely to constitute risk or protective factors for children
- The majority of the included studies determined perceived parental stress as a mediator of the association between COVID-19 public health measures and child mental health

Discussion

- Although schools were re-opened in September and in March, the school environment has changed, extra-curricular activities have been canceled, and the effects of stress during crises are cumulative
- It might be expected that health and well-being outcomes will become more apparent and potentially worsen with time



Impacts of the COVID-19 pandemic on Ontario's Public Health Home Visitation Programs for Families with Young Children: **An Environmental Scan**

March 2021

www.phnprep.ca

www.phnprep.ca

What happened to other public health services during COVID-19?



- E.g., Healthy Babies Healthy Children
- Decreased overall services and in-person visits
- Increased case-loads for remaining nurses, reliance on family home visitors, need to prioritize/triage services

Jack, S. et al., (2021). The impact of COVID-19 on Ontario's Public Health Home Visitation Programs for Families with Young Children: An Environmental Scan. School of Nursing, McMaster University.

Home visiting services during the pandemic

- A third of public health units stopped all in-person visits, and had substantial reduced capacity for virtual visits



Jack, S. et al., (2021). The impact of COVID-19 on Ontario's Public Health Home Visitation Programs for Families with Young Children: An Environmental Scan. School of Nursing, McMaster University.

Health inequities

- Families who received continued care, nurses reported...
- Increased need to address health & social issues exacerbated by the pandemic
 - Intimate partner violence
 - Mental health
- Public health units have prioritized public health nurse home visits and supports for families with greatest needs, however case complexity has increased

Health inequities

- BIPOC children/youth were 2.5 times more likely than their white peers to say they are afraid to go outside during COVID-19
- More than one third of East Asian children/youth reported experiencing COVID-19-related racism or discrimination in the fall
- Significantly more students who participate in school online or hybrid (compared to in person) reported worsened negative emotions (e.g. more worried, sadder, more alone)
- Children/youth who live in apartment buildings reported greater declines in physical activity, time outdoors, and play time vs. those who live in houses

Maximum City. COVID-19 child and youth study: Self-reported healthy behaviours, well-being and school experiences of young Canadians during the pandemic [Internet]. Toronto, ON: Maximum City; 2021 [cited 2021 Apr 13]

Protective factors

- Behaviours that were associated with better subjective well-being and found the following to be protective factors:
 - Physical activity
 - Time outside
 - Less time on screens
 - Participating in school in-person
 - Having a pet
 - Having a friend or sibling to talk to
 - Having access to outdoor space

Maximum City. COVID-19 child and youth study: Self-reported healthy behaviours, well-being and school experiences of young Canadians during the pandemic [Internet]. Toronto, ON: Maximum City; 2021 [cited 2021 Apr 13]

Considerations for community services

- Strategies to support school-aged children, particularly focused on improving mental health and increasing outdoor physical activity, will be needed
- Improving opportunities for time outdoors and connection to nature
 - Outdoor play
 - Recreational activities
 - E.g. sports, day camps, summer camps

Public health priorities in a post-COVID recovery

- Mental health promotion
- Continuing work on adverse childhood experiences and promoting the enhanced 18-month well-baby visit
- Reintegration of public health services for children and families required for COVID-19 recovery
 - What aspects of virtual service delivery is maintained?
 - How do operationalize new models with client preference at the centre?

Acknowledgments

- The PHN-PREP team at McMaster University
- The team at COMPASS for sharing their data with PHO
- Ontario COVID & Kids' Mental Health Study at Sick Kids Hospital
- Thank you to all of the managers, supervisors, and public health nurses in Healthy Growth and Development teams who have continued to work tirelessly through this pandemic

Discussion/Questions



For More Information About This Presentation, Contact:

Sarah.Carsley@oahpp.ca

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Find out more at **PublicHealthOntario.ca**



MEDIA RELEASE | May 3, 2021

McMaster University's Offord Centre for Child Studies launches follow-up Ontario Parent Survey after 14 months of the pandemic

One year later, researchers want to know how parents have coped with COVID

HAMILTON, ON - Researchers from McMaster University and Offord Centre for Child Studies have launched a follow-up province-wide survey to measure and understand how families with children are still coping with COVID-19. The new Ontario Parent Survey will launch Monday May 3, one year to the day of the first survey's launch.

"The follow-up survey is being conducted because we had such an amazing response from caregivers across the province," says lead researcher Andrea Gonzalez, Associate Professor and Tier II Canada Research Chair in Family Health and Preventive Interventions. "The findings were shared widely with many partners, including local public health units and Public Health Ontario, community and mental health agencies, Early Years Centres, school boards and other community agencies, which helped inform some service and program allocation."

The results of the 2020 survey were quite concerning, and provided a snapshot of the situation experienced by parents and caregivers after only three months of COVID and the initial public health measures. The most significant and troubling findings found almost 57 per cent of caregivers/parents reported high levels of depressive symptoms, and 40 per cent of caregivers /parents reported deterioration in their children's behaviour or mood. Parents had also reported high levels of conflict with their partner since the lockdown began , and just over one-third reported some loss of income. The 2020 study findings were summarized under five themes: 1) caregiver mental health; 2) children's mental health; 3) impact on family relations; 4) impact on financial needs; and 5) positive experiences. The new survey will continue these themes.

" We would now like to see how families are faring a year into the COVID pandemic and how the rollercoaster ride of public health measures and school openings and closures are having an impact on children and parents /caregivers," says Gonzalez. " We also want to know what parents and families may need moving forward as we slowly begin to emerge from the pandemic and plan for the future."

The research showed the stressors affecting families and households mostly are related to work/life balance - parenting and child care, assisting children with their schoolwork at home, and working more hours , many from home. Parents said they were concerned by the inability to visit family or get support from extended family members. And they also reported a serious distress about working on the frontlines or returning to work and exposing their family to the virus.

"The 2020 survey was conducted after only three months of COVID lockdown," says Gonzalez." It's now been 14 months since the COVID pandemic started. Ontario is in crisis state with a third wave of COVID and infection rates increasing. We've seen school closings, last minute remote learning, restrictions on some businesses but not others, and lockdowns and confusion that have made life for parents /caregivers and students very challenging."

Both study's general themes focus on the well-being and health of children and parents/caregivers, family stressors, family relations, and how COVID has had an impact on individuals and families.

"This follow-up study will help inform community practice on how to assist families through these very challenging times, now and in the future," says Gonzalez. "Given the findings of this survey may be used to inform service provision and the development of family resources, it is important to hear from families that reflect the diverse range of races, ethnicities, socioeconomic status, and family structures of which the province is composed."

Starting Monday, May 3 and for six weeks, parents and caregivers can participate in the survey by going to www.OntarioParentSurvey.ca

The Offord Centre for Child Studies is a multi-disciplinary research institute established in 1992. Through collaboration across fields such as child psychiatry, psychology, epidemiology, pediatrics, policy development, social work, and nursing, the Centre's aim is to better understand children's mental health problems with the overall goal of improving the lives of children and youth.

For more information, contact:

Andrea Gonzalez

Associate Professor

Tier II Canada Research Chair in Family Health and Preventive Interventions

McMaster University

Department of Psychiatry and Behavioural Neurosciences

Offord Centre for Child Studies

Tel: 905-510-1652

gonzal@mcmaster.ca



INFORMATION ADVISORY | May 3, 2021

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Starting **Monday, May 3 for six weeks**, parents and caregivers can participate in the survey by going to www.OntarioParentSurvey.ca

Thank you for your support.

Andrea Gonzalez

Associate Professor

Tier II Canada Research Chair in Family Health and Preventive Interventions

McMaster University

Department of Psychiatry and Behavioural Neurosciences

Offord Centre for Child Studies

Tel: 905-510-1652

gonzal@mcmaster.ca

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Community Advisory Committees

Name of Committee: Environmental Sustainability Community Advisory Committee

Meeting Date: 4, May, 2021

A meeting of the Environment and Sustainability Community Advisory Committee convened on May 4, 2021 from 6:31 p.m. to 8:05 p.m. via Zoom Video Conferencing, with Sheila Cary-Meagher presiding.

Attendance: Sheila Cary-Meagher (Community Co-Chair), Manna Wong (Trustee, Ward 20), Michelle Aarts (Trustee, Ward 16), Lindsay Bunce (EcoSchools Canada), Barbara Falby (For our Grandchildren), Haley Higdon (Natural Curiosity), Anne Keary (Parent), Debby Martin (Community Member), Bob Spencer (Community Member), Vince Schutt (Enviromentum), Stefan Sommer (CUPE and Andrea Stephens (Parent).

Also present were: Biz Ahrens (TDSB), Richard Christie (TDSB), Esther Collier (TDSB), Kelly Crosthwaite (TDSB), Kristen Evers (TDSB), David Hawker-Budlovsky (TDSB), Grace Keeble (TDSB), Peyton Leung (TDSB), Linda Naccarato (TDSB), Naomi Quarcoopome (TDSB), Leah Robertson (TDSB), Gigi Shanks (TDSB) and Jenn Vetter (TDSB).

Regrets: Hilary Inwood (OISE), Catherine Leighton (TRCA) and Brenda Simon (Natural Curiosity).

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

The Senior Manager, Sustainability, provided an overview of the TDSB's 2020/21 environmental initiatives, focusing on governance, partnerships, teaching and learning and facilities and operations.

ESCAC provided feedback on what environmental initiatives the TDSB should prioritize in the 2021/22 school year.

ESCAC was informed that a session will be scheduled in June 2021 for members to provide feedback on indoor solar signs.

ESCAC's Annual Report was reviewed and an end of year survey was distributed.

Part C: Ongoing Matters

No ongoing matters to report.

Report Submitted by: Richard Christie



Community Advisory Committees

**Environment and Sustainability
Community Advisory Committee
2020-2021 Annual Report**





Community Advisory Committees

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CAC Mandate/Purpose.....	1
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Committee Members	3





Community Advisory Committees

Co-Chair Message

Greetings,

Due to the COVID-19 pandemic, the Environmental Sustainability Community Advisory Committee (ESCAC) met virtually during the 2020-21 school year. Although the format of meetings changed considerably as we pivoted to operating virtually, 2020/21 was still very much a productive year for the committee.

We look forward to continuing to explore opportunities to support the TDSB's environmental sustainability initiatives in the year ahead.

Sincerely,

Trustee Manna Wong and Sheila Cary-Meagher

CAC Mandate/ Purpose

- a. To identify and discuss issues of environmental sustainability and climate change as they relate to the TDSB, by facilitating ongoing feedback from the community through the engagement of students, parents, and parent groups, community advocacy groups, non-profit organizations, members of the general public, TDSB staff, etc.
- b. To make recommendations to the TDSB regarding environmental concerns.





Community Advisory Committees

CAC Activities

1. ESCAC recommended to the Board of Trustees that:
 - a. Signage be developed and posted at all schools with solar panels to draw attention to the presence of solar panels on school rooftops; and
 - b. The amount of electricity generated by these solar panels be reported annually.
2. The Beach Community Energy Co-operative shared the culminating summer project of Ryerson University students, proposing ideas for the creation of community energy hubs.
3. ESCAC provided input on potential options for solar signage.
4. ESCAC provided feedback on the draft content and structure of a community climate action guidebook, planned to be developed in collaboration with the City of Toronto.
5. An overview of the EcoSchools Canada program was presented to ESCAC.
6. A representative from Shift Action for Pension Wealth and Planet Health delivered a presentation to ESCAC and shared details of how individuals can encourage large pension funds to take climate action by decarbonizing their holdings
7. ESCAC provided feedback on an outdoor learning online portal that staff developed in response to the Use of Outdoor Spaces for Instructional Time report that was presented to Board in January 2021.
8. ESCAC provided feedback on what should be included in a long-term plan for encouraging and supporting all schools to use outdoor spaces for instructional time throughout the day.





Community Advisory Committees

Committee Members

Community Co-Chair(s): Sheila Cary-Meagher

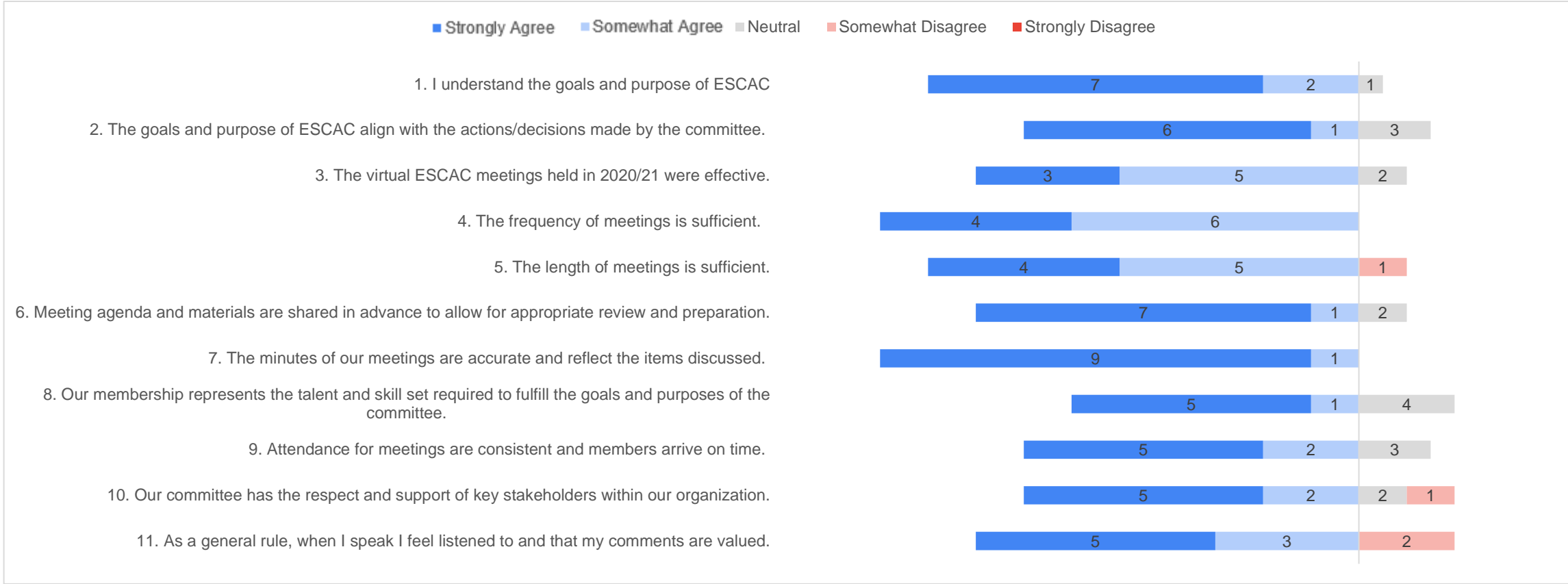
Trustee Co-Chair(s): Manna Wong

Michelle Aarts (Trustee)
Lindsay Bunce (EcoSchools Canada)
Richard Christie (Staff)
Esther Collier (Staff)
Kelly Crosthwaite (Staff)
Andrew Davies (No. 9)
Priyan De Silva (Staff)
Val Endicott (Community Member)
Kristen Evers (Staff)
Barbara Falby (For our Grandchildren)
Sunday Harrison (Green Thumbs Growing Kids)
David Hawker-Budlovsky (Staff)
Hayley Higdon (Natural Curiosity)
Hilary Inwood (OISE)
Anne Keary (Parent)
Debby Martin (Community Member)
Chris Metropolis (Staff)
Linda Naccarato (Staff)
Erin Pan (SustainEd)
Naomi Qarcoopome (Staff)
Gigi Shanks (Staff)
Brenda Simon (Natural Curiosity)
Stefan Sommer (CUPE 4400)
Bob Spencer (Parent)
Andrea Stephens (Parent)
Jenn Vetter (Staff)



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2020/21 ESCAC Self-Evaluation Survey Responses



11. If you responded "disagree" or "strongly disagree" to any of the above questions, do you have any suggestions of how we could improve?

Get back as soon as possible to face to face meetings

Perhaps making a stronger distinction between policy and action would help. Also, some issues could be clarified by attaching them to motions, with timelines for delivery. I was concerned, for example, that when the issue of engine idling was addressed, there seemed to be a weak outcome, when the subject could have been referred, possibly by a trustee, to the TDSB's Budget committee for discussion and adoption, making it an actionable item, beyond that of the the local school, and completed in a timely fashion. There could be an additional requirement, in the case of engine idling, for some feedback, with reference to improved health outcomes of students and staff, by tracking absenteeism, etc.

I am not sure what the question means. How you can improve what? The questions or the sharing of what is learned and expressed within the committee. The quality of the content of the discussions?

2020/21 ESCAC Self-Evaluation Survey Responses

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12. Any additional comments?

Really well organized and managed. Such great work, the parents and staff need to know. Richard's presentation could be shared far and wide.

I missed several meetings this year with all the disruptions, so that is why some of the attendance and effectiveness of meetings was lower.

I am not sure the school board at large values environmental sustainability as fully as I think it should. The top leadership seems to be preoccupied, disarrayed and disinterested. They would benefit from taking the (subsidized!) EE AQs!!

I was impressed with the efforts to establish outdoor spaces for learning. This is a top down approach that is obviously successful when directives come from the TDSB.

What is the purpose of this survey? What does the Board expect to learn from such a superficial questionnaire? Shouldn't you be asking about the quality and effectiveness of the committee. I hope that the folks doing this survey shares with our committee what they learned from this exercise.



Community Advisory Committees

Name of Committee: Equity Policy Community Advisory Committee

Meeting Date: Monday, April 26, 2021

A meeting of the Equity Policy Community Advisory Committee convened on Monday, April 26, 2021 from 6:36 pm to 8:10 pm on Zoom with Parent Co-Chair Aleem Punja presiding.

Members in Attendance: michael kerr (Colour of Poverty-Colour of Change), Dennis Keshinro (Community Co-Chair), James Li (Trustee), Dan MacLean (Trustee), Tesfai Mengesha (Success Beyond Limits), Aleem Punja (Parent Co-Chair), Sophia Ruddock (Parent)

Staff Present: Karen Murray (Centrally Assigned Principal), Irit Kelman (Manager, Human Rights Office), Precious Sidambe (Administrative Assistant), Alice Te (Learning Coach)

Regrets: Sharon Beason (Parent), Catherine Maloney (Parent), Pablo Vivanco (Jane/Finch Community and Family Centre)

Part A: Recommendations

Nil

Part B: For Information Only

Anti-Racism Resource Guide

Centrally Assigned Principal, Karen Murray and K-12 Learning Coach, Alice Te presented on the Anti-Racism Resource Guide developed by ETFO and the TDSB. The content of the resource guide, including the historical context and implementation were discussed.

Trustee Co-Chair Update

Trustee Co-Chair gave an update to the committee on the:

- Board's budget process and the Grant for Student Needs
- Ministry of Education and eLearning
- Student technology for remote learning

New Membership Selection Criteria

Staff presented information on the processes that other community advisory committees have undertaken in selecting new members. The committee decided that a working group of three members will be established to review the applications. This will include reviewing the criteria and requesting additional information if needed. In addition, as a majority of the current membership terms have expired, the committee decided to extend the existing members' membership for one year

Deferred Agenda Items

In recognition of Iftar, the following agenda items were deferred to the next meeting:

- Debrief: Partnership Office & Collaborating with CACs Presentations
- P031, Human Rights Policy Public Consultation
- Discussion: COVID-19 Recovery Plan Motion
- Staff Update from CAC Admin Team Meeting

Part C: Ongoing Matters

Nil

Report Submitted by: Irit Kelman



Community Advisory Committees

Name of Committee: Equity Policy Community Advisory Committee

Meeting Date: Monday, May 31, 2021

A meeting of the Equity Policy Community Advisory Committee convened on Monday, May 31, 2021 from 6:41 pm to 8:33 pm on Zoom with Community Co-Chair Dan Keshniro presiding.

Members in Attendance: Michael Kerr (Colour of Poverty-Colour of Change), Dennis Keshniro (Community Co-Chair), James Li (Trustee), Dan MacLean (Trustee), Sophia Ruddock (Parent) Catherine Maloney (Parent), Sharon Beason (Parent),

Staff Present: Irit Kelman (Manager, Human Rights Office), Clinton Mikhov (Acting Administrative Assistant)

Regrets: Pablo Vivanco (Jane/Finch Community and Family Centre), Tesfai Mengesha (Success Beyond Limits), Aleem Punja (Parent Co-Chair)

Part A: Recommendations

COVID-19 Recovery Plan From an Equity Lens

Whereas, with respect to the motion passed at the April 6, 2021, Planning and Priorities Committee regarding a [COVID-19 Recovery Plan](#), the Equity Policy Community Advisory Committee recommends:

- (a) that the Director explore fuller relationships and partnerships with a rich diversity of equity informed community, and academic based researchers with appropriate and relevant experience and expertise in order to:
 - i. extend the dedicated research capacities of the TDSB and;
 - ii. broaden the perspectives that are coming to the table to help achieve equitable learning outcomes for all TDSB learners.
- (b) that a robust TDSB equity lens is used when disaggregating the data to analyze the impact of COVID-19 across the range of equity seeking groups based on race, gender, sexual orientation, disability etc so that we can understand the different impacts on Black, Indigenous, LGBTQ+ and other important sub-groups

Part B: For Information Only

Trustee Co-Chair Update

Trustee Co-Chair gave an update to the committee on the:

- Pride Month and Indigenous Month
- IT Devices Loaned to Students
- School re-opening and the pandemic
- Webcast for June 10th Budget
- Governance and Policy Board meeting on June 2nd

New Membership Working Group

A working group of three members volunteered to review the applications for new committee members. Selection criteria was discussed. Staff were asked to request additional information from parent applicants to indicate what equity lens and/or lived experiences they have, as well as their familiarity with TDSB Equity Policy and commitments to ensure a diversity of views and substantive engagement. Members discussed amending the terms of reference to increase membership or encouraging non-members to participate in meetings.

Debrief Collaborating with CACs Presentations

Update was provided that a meeting with all the CACs will take place in the Fall.

COVID-19 Recovery Plan Motion

Members discussed the recent board recovery plan motion passed at the April 6, 2021, Planning and Priorities Committee. Members noted that the reference to TDSB Black, Indigenous, and racialized students in the preamble of the motion did not seem to be reflected in the language of the motion. Members voted to make two recommendations to PSSC to ensure that sufficient focus was being placed on the effect on BIPOC and other equity-seeking groups, not only socioeconomic status.

Staff were asked to invite Dr. Cameron and/or their team to attend the next meeting to discuss how equity is embedded into their research.

Deferred Agenda Items

The following agenda items were deferred to the next meeting:

- Staff Update from CAC Admin Team Meeting

Part C: Ongoing Matters

Nil

Report Submitted by: Irit Kelman



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee
Meeting Date: 11 May 2021

A meeting of the French as a Second Language Community Advisory Committee convened on May 11, 2021 from 7-9pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

Attendance:	Lynne LeBlanc (Parent Co-Chair W8), Lisa McAvoy (Parent Vice-Co-Chair W2), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Charles Zhu (Parent Vice-Co Chair W11), Doug Kwan (W2 Alt), Crystal Stewart (W6), Mandy Moore (W7), Geordie Sabbagh (W8 Alt), Wilmar Kortleeve (W11 Alt), Randy Samuel (W14), Kathleen Meek (W15 Alt), Christie Dunbar (W16) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Trustee Robin Pilkey (W7), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Curtis Ennis (Interim Associate Director), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
Guests:	Trustee Trixie Doyle (W14), Elaine (Parent), Favour Aina, Michelle Molubi
Regrets:	Matt Forrest (Parent Vice-Co-Chair W9), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Polina Osmerkina (W10), Hans Bathija (W10 Alt), Sarah Smith (W15), Nancy White (W16 Alt), Gail Miller (W22), Rosemary Sutherland (CPF Alt)

Part A: Recommendations

Nil

Part B: For Information

The Annual General Meeting of the committee to elect the parent co-chair and vice co-chairs and approve the annual report will be held on June 8, 2021.

Program Area Review (PART) Update (Eglinton, John Fisher and Bannockburn)

PART meetings are being held regarding proposed solutions to the Yonge and Eglinton area capacity pressures and overcrowding at Eglinton PS. The proposal includes reopening Bannockburn (currently leased outside of the TDSB) in Sept 2023 as an FI Centre and making John Fisher (currently an FI Centre) a dual track (offering English and FI). Bannockburn can support 314 EFI students at full capacity. TDSB will continue to have 6 French Centres, and grow from 64 to 65 dual track schools.

The FSLAC is seeking a better solution that works for all area families: English or French Immersion and those in new highrise developments. Concerns were discussed. The proposed solution is overly complicated and maintains long bus rides for JK-5 FI students from the new high rises that are redirected residential developments from Eglinton to Whitney and Rippleton, whose French Immersion associated schools are Winchester and Dunlace. This may discourage parents in the affected redirected residential developments from applying to FI. FSLAC shared information that was made available at the

PART meeting regarding pupil places in the combined space at a single-track Bannockburn and a dual track John Fisher. John Fisher has been built into a centre of excellence in FI for over 30 years and has French before and afterschool childcare.

French Review

Items in progress include JK entry EFI and the new MFI and developing and solutions to improve equity of access e.g., expansion in Etobicoke, Scarborough. The staff report on this is tracking to Planning and Priorities Committee for October 2021 with a September 2022 implementation. In response to Members, staff shared that information about any new sites would be shared as soon as possible to facilitate community awareness and that the review of middle and secondary sites is also under consideration.

Core French, Secondary Enrolment

In referencing the 3-Year FSL Plan, Core French retention between GR9 and GR10: 28% of eligible students (those not in FI/Ext) enrolled in GR10 Core French in 2016. In 2019, that increased to 34% -- a 6% increase versus the 2% goal set in the FSL Action Plan filed with the Ministry of Education. This can be attributed to hard work with secondary core teachers to enhance learning experiences, focusing on student engagement and confidence, and the authentic/action-oriented approach of the Common European Framework of Reference (CEFR).

Special Ed. Needs -- Inclusion Update

There are extensive department learning plans focusing on: inclusion of students with special education needs, including the use of differentiated instruction, accommodations and modifications to programming, removing barriers to learning, ensuring that educators and administrators are aware of Ministry of Education's document on inclusion of students with special education needs in FSL programs. Some of the most recent work has been with MFI modules where 1 of 5 sessions focused specifically on inclusion, primary reading diagnostic tools, what to do if students are struggling, Academic Pathways and collaborating with Early Years Depts and Special Ed Dept on the role of IEPs in the very early years. Next year, staff look forward to the possibility of working with Principals on the question of attrition. and connecting with the Research Dept on the creation of an Exit Survey for those leaving the program. In response to member questions, staff shared that they are working on getting more recent numbers of the participation of students with IEPs in FSL programs. The last available public data was from 2016/17 as part of the French Review report. Members shared lived experience and comments on counselling out of FSL programs and lack of support equal to English program students. Staff support the inclusion of all students in FSL -programs and that PD sessions for FI teachers in Early Years on explicit reading instruction were delivered this year and more are being developed.

JK Entry

Media, communications, social media campaigns, marketing and bilingual school registration banners will be ready for EFI application period in November 2021. Initial costs for banners at EFI schools will be covered centrally. The EFI brochure will be translated in 22 languages, and available on the TDSB website. Staff are working with the Early Years Dept, EarlyON and Child Care centre teams to ensure the EFI application period /JK registration activities are aligned. In response to Trustee and member comments, Staff will consider banners and leaflets for feeder schools and EFI schools and putting EFI information in the September mailings that Trustees send to all ward residents. Staff shared that work is being done on Before and After Childcare information sharing during the EFI placement offers.

Part C: Ongoing Matters

Nil

Report Submitted by: Curtis Ennis

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Name of Committee: Inner City Community Advisory Committee (ICCAC)

Meeting Date: 22 April 2021

A meeting of the Inner-City Community Advisory Committee convened on Thursday, April 22 from 9:00 a.m. to 11:00 a.m. Virtual Meeting Co-Chairs Emmy Pantin and Trustee Michelle Aarts presiding.

Attendance: Trustee Michelle Aarts, Co-Chair; Emmy Pantin, Co-Chair; Sheila Cary-Meagher, Community Member; Rachel Chernos Lin; Trustee Ward 11; Trixie Doyle, Trustee Ward 14; Laurie Green, St. Michael's Hospital; Michael Kerr, Colour of Poverty – Colour of Change; Omar Khan, Parent; Christopher Mammoliti, Trustee Ward 4; Dan McLean, Trustee Ward 2; Cherie Mordecai Steer, Parent; Sejal Patel, Ryerson University; Meaghan Phillips Shiner, Parent; Isaiah Shafqat, Indigenous Student Trustee; Robert Spencer, Parent; Crystal Stewart, Parent; Vicky Tourkolias, Toronto Public Library

Regrets: Anna-Kay Brown, Jane Finch Education Action Group; David Clandfield, Community Member; Josette Holness, City of Toronto; Ingrid Palmer, Parent

Part A: Recommendations

Whereas the 2021/22 federal budget proposes a monumental investment in child care of about \$30B over the next five years and \$8.3B per year thereafter to support early learning and child care; and

Whereas these funds are designed to address gaps in women's labour force participation; and

Whereas the national goal is to reduce child care fees by 50% by the end of 2022 and to facilitate regulated child care at an average cost of \$10 per day by FY25/26; and

Whereas schools in the TDSB host most of the City of Toronto's daycare programs; and

Whereas the Inner City Community Advisory Committee (ICCAC) has always been and continues to be critically involved in improving all educational programs and their availability for the most economically distressed populations in Toronto pursuant to the TDSB equity policy framework;

Therefore, be it resolved that:

The TDSB trustees approach relevant federal and provincial MPs and MPPs to urge quick action to adopt the new federal funding and work with municipal and education partners to establish affordable child care in areas of need and help the many people who have lost child care due to the COVID 19 pandemic.

Part B: For Information Only

David Cameron, Senior Manager, Research and Development presented how the LOI criteria is used when ranking schools and he also presented the preliminary Student Achievement Data Report.

The Community Support Workers shared information on programs currently running in the communities, which included parent academy events. They also shared an overview of the supports being provided to families.

The LOI Working Group will send out an invitation to School Councils and other CACs to join this Working Group to assist with the review of historical data on the LOI and resources available to MSIC schools.

An ICCAC Child Care subcommittee be established to review any new policies or strategic plans for child care programs in Toronto to ensure that new or expanded programs are placed in priority needs areas.

The Child Care Subcommittee will invite other CACs, such as Early Years Community Advisory Committee, Equity Policy Community Advisory Committee, Black Student Achievement Community Advisory Committee, etc. to join and assist with the work of this subcommittee.

Part C: Ongoing Matters

The MSIC update was deferred to the May 20, 2021 meeting.

Report Submitted by: Sandy Spyropoulos, Executive Superintendent, Learning Centre 4



Name of Committee: Inner City Community Advisory Committee (ICAC)

Meeting Date: 20 May 2021

A meeting of the Inner City Community Advisory Committee convened on Thursday, May 20 6:00 p.m. to 8:00 p.m. Virtual Meeting Co-Chairs Emmy Pantin and Trustee Michelle Aarts presiding.

Attendance: Trustee Michelle Aarts, Co-Chair; Emmy Pantin, Co-Chair; Diana Banks, Toronto Public Library; Sharon Beason; Sheila Cary-Meagher, Community Member; Rachel Chernos Lin; Trustee Ward 11; Trixie Doyle, Trustee Ward 14; Laurie Green, St. Michael's Hospital; Josette Holness, City of Toronto; Omar Khan, Parent; Christopher Mammoliti, Trustee Ward 4; Dan McLean, Trustee Ward 2; Ingrid Palmer; Parent; Sejal Patel, Ryerson University; Robert Spencer, Parent; Crystal Stewart, Parent; Fiona Yang, Catholic CrossCultral Services

Regrets: Anna-Kay Brown, Jane Finch Education Action Group; David Clandfield, Community Member; Michael Kerr, Colour of Poverty – Colour of Change; Cherie Mordecai Steer, Parent; Meaghan Phillips Shiner, Parent; Isaiah Shafqat, Indigenous Student Trustee; Aamir Sukhera, The Neighbourhood Organization

Part A: Recommendations

No Recommendations

Part B: For Information Only

Sandra Best, Senior Director, Strategic Planning, Donor Relations & Communications Toronto Foundation for Student Success provided an overview of what is happening in our system to support food insecurity and the work they have been doing to support families and students during COVID-19 and school closures while students are in remote learning.

Trustee Aarts shared that ICCAC continue to look at reimagining and refocusing the work of the committee. The committee is also looking at a new name for the committee as “inner city” does not fit with our Toronto communities. The committee will resume anti-racism and anti-oppression training.

Trustee Aarts provided an update on the TDSB plans for school reopening for September.

The LC2 and LC3 Community Support Worker shared information on the work they have been doing in the communities to support with food security due to COVID-19.

Part C: Ongoing Matters

The MSIC update was deferred to the June 17, 2021 meeting.

The LOI working group had their second meeting and are looking to have a panel discussion with research, policy, and programing.

Report Submitted by: Sheryl Robinson Petrazzini, Executive Superintendent, Learning Centre 3



Statutory Committee

Name of Committee: Parent Involvement Advisory Committee (PIAC)

Meeting Date: 18 May 2021

A meeting of the Parent Involvement Advisory Committee convened on 18 May 2021, from 7:00 p.m. to 10:08 p.m. via ZOOM platform with PIAC Co-Chairs D. Williams and Felicia Seto-Lau.

Attendance	<p>Sharleen Ahmed (W15 Rep), Kaydeen Bankasingh (W8 Rep), John Bakos (W8 Alt), Janice Barnett(W11 Alt), Shanti Chand (W19 Alt),Cecile Farnum (W9 Alt), Jenny Gannon (W14 Rep), Denese Gascho (W10 Rep), Sharon Grant (W4 Rep), Jess Hungate(W5 Rep), Madelaine Hamilton(W 16 Alt), Zuojun Han (W 20 Alt), Jaimala(W5 Alt), Nadia Judunath(W22 Alt), Wilmar Kortleever(W11 Rep), Felicia Lau (PIAC Co-Chair), Susan Lee(W 12 Rep) , Chris Levien(Ward 20 Rep), Abdullah Mamun (W19 Rep), Nicole Marshall (W22 Rep), Towhid Noman (CLG), Kate Leuschen Millar (W16 Rep), Seema Mitchell(W18 Rep), Azeem Mohammed (W21 Rep), Anees Munshi (W21 Alt), Aretha Phillip (W13 Rep), Mark Ramcharan (W18 Alt), Alice Romo (W7 Rep), Patricia Seedial (W4 Alt), Nazerah Shaikh (W14 Alt), Andrew Waters (W9 Rep), D.Williams (PIAC Co-Chair), Glenna Wellington (W17 Alt),Albert Wong(W 12 Alt),</p> <p>System Superintendent Ian Allison, Exec Sup Shirley Chan, Trustee Trixie Doyle Associate Director Curtis Ennis, Michelle Munroe (CTRL Coord, PCEO), Exec Supt Uton Robinson</p>
Regrets	<p>Syed Sumar Alam (W13 Alt), Neil Faba (W15 Alt); Dean Gray (W6 Alt), Vivek Rao (W2 Alt), Saira Somani (W3 A), Charlotte Schwartz (W 10 Alt), Mirian Turcios (W6 Rep),</p>

Part A: Recommendations

PIAC Recommends that the Toronto District School Board organize a survey or other consultation to ask all parents & families in the Virtual School for their feedback on parent(/guardian/caregiver) engagement during the past school year, including but not limited to:

- general impression of the year
- parent/family engagement that supported them (best practices)
- parent/family engagement that was lacking (lessons/ideas to learn for next year)
- parent/family engagement to implement in the 2021/2022 school year.

Part B: For Information Only

PIAC may make recommendations to the Ministry of Education on issues of concern to parents and guardians at the TDSB, be it resolved that PIAC will adopt the letter regarding the potential of permanent remote learning in Ontario as drafted by the Consultations Working Group and send it to the Minister of Education at the earliest possible opportunity.

Staff Update

Virtual School 2021-22

Board is working on transitioning virtual students to their local school, staffing allocation has been allocated to local schools. Board communication to families to make more informed decision regarding the learning selection for the school year 2021-22.

Graduation

Staff is working on celebrating milestones of all students in an appropriate way.

For secure presentation of graduation the ceremony will be taped and not live streamed.

Safety Hazards of Underutilized Schools

Caretaking staff have been taking care of schools on a regular basis and were able to address many safety hazards in schools.

Water safety

Staff are mindful of the presence of lead in the water in some schools, staff have been instructed and are following the required water safety procedures.

Extracurricular

The Board is looking at e- sports to engage virtually and IT staff are working on providing the network support for e-sports in schools.

Part C: Ongoing Matters

PIAC Co-Chairs update

Ontario PIC connection

PIAC Co-Chairs continue to collaborate with Ontario PIC Connection and Ministry of Education and shared information/resources on the following:

- Future of de-streaming in Ontario's secondary schools
- Centralization/Privatization of E-Learning/Remote Learning
- Forming of the "Ontario PIC Association"
- Upcoming meeting with the Ministry of Education in June 2021 on parent engagement.

TDSB Human Rights webinar

The session was organised by PIAC's Consultations WG and TDSB's human rights office and was well attended on April 21, 2021.

PIAC's BREAKING BARRIERS BY CHANGING BIASES

PIAC Spring Event WG was a successful weekend virtual event on May 1 and May 2, 2021.

PIAC's Google Drive

The PIAC Google Drive Sub-Working group have worked on organizing and for PIAC members accessing documents in the PIAC Google Drive .

Join the conservation series

The final conversation of this school year by PIAC/PCEO is on June 3, 2021 - "The Future of Education".

Caregivers/Parents as Parents Partners 2021

The planning for the event has begun. The event to be held on Saturday, October 24 and Sunday, October 25, 2021 tentatively.

PIAC Post

The post was published on April 27, 2021 and distributed.

Annual Strategic Planning Session

PIAC 's Annual Strategic planning session to be held on June 5, 2021. The session to have a guest speaker on Anti- Oppression and Equity followed by Q& A.

Report Submitted by Associate Director, Curtis Ennis and
Michelle Munroe Central Coordinator PCEO

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Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 3 May, 2021

A meeting of the Special Education Advisory Committee convened on May 3 at 7:00 pm through electronic means. Steven Lynette chaired the meeting. The meeting was livestreamed on the TDSB website.

Association for Bright Children (ABC)		Melissa Rosen
Autism Society of Ontario – Toronto		Lisa Kness
Black Parent Support Group		Tracey Burrell
Community Living Toronto		Tracy O'Regan
Epilepsy Toronto		Steven Lynette
Down Syndrome Association of Toronto		Richard Carter
Easter Seals Ontario		Aliza Chagpar
Integrated Action for Inclusion (IAI)		Tania Principe
VIEWS for the Visually Impaired		David Lepofsky
VOICE for Hearing Impaired Children		Shanna Lino
Learning Disability Association		Nadia Persaud
CADDAC		Juanita Beaudry
LC1	Aline Chan	Nora Green
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Olga Ingrahm	Kirsten Doyle
LC4	Diane Montgomery	Izabella Pruska-Oldenoff,
TDSB Trustees	Alexander Brown	Michelle Aarts

Also present were:

Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion
 Janine Small, Centrally Assigned Principal, Special Education
 Jennifer Newby, Centrally Assigned Principal, Special Education LC4
 Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1
 Susan Moulton, Centrally Assigned Principal, Special Education LC2
 Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3
 Vanessa Pfaff, Accessibility
 Wendy Terro, Centrally Assigned Principal, Special Education
 Amie Presley, Research
 Wendy Keene, Centrally Assigned Principal
 Mun Shu Wong, Media Services,
 David Cameron, Research Department,
 Garry Green, Transportation,
 Lorraine Linton, System Superintendent,
 Lianne Dixon, TDSB SEAC Liaison

Regrets: Andrew Gold, Associate Director

Part A: Recommendations

Nil

Part B: For Information Only

Leadership, Learning and School Improvement Department Reports and Updates:

A motion was presented by the SEAC Special Education Plan Working Group and was passed unanimously by email follow up after the meeting.

This motion (Appendix A) recommends that the document (Appendix B, Special Education Plan – SEAC Feedback, separate document) created by the working group with feedback and recommendations for changes to the Special Education Plan be forwarded to staff and Trustees for their review and consideration in formulating the 2021 Special Education Plan and future programming.

Reports

Specialized Programs

The TDSB will establish two types of Specialized Programs:

- a) **Local Specialized Program** refers to a program within a school with a specific focus (e.g., the arts, athletics, skilled trades, etc.) that is available to students registered at that school.
- b) **District-wide Specialized School/Program** refers to a school/program with a specific focus (e.g., the arts, athletics, skilled trades, etc.) that is available to students from across the district.

<https://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Policy-Consultations>

In the discussion that followed the presentation, concerns were raised about the equity of specialized programs and the accessibility to these programs by students with special needs.

Further consultation was requested and follow-up around this process will be shared with SEAC members.

Medication

- Ministry of Education Policy/Program Memorandum No. 81: Provision of Health Support Services in School Settings
- TDSB Operational Procedure PR 580; Special Education Plan Section C: Inclusion Strategy pages 39 and 40

Oral medication is administered either by pupil, parent/guardian, aide or other personnel

Injection of medication is administered by pupil as authorized, parent as authorized or health professional. Training is provided by the attending physician except for the Health professional who is trained by the Ministry of Health.

Discussion took place around the policies and the need for updates. Follow up regarding when policy and procedures will be updated will be shared with SEAC members.

Transportation

Bussing concerns were raised including:

- training of drivers,
- installation of harnesses,
- access to community schools,
- management of behaviour issues,
- the need to teach the skill of taking the bus.
- revision of current policy timeline

The need for an update of the TDSB Transportation Policy was discussed and the timeline will be shared with SEAC members.

Part C: Ongoing Matters

Working Group Updates

The Special Education Plan working group will send out a motion for approval to present feedback document to Trustees.

A Working Group was formed to revise the current SEAC Terms of Reference.

Report Submitted by: Lianne Dixon

Appendix A

WHEREAS TDSB's SEAC formed a working group to seek and facilitate feedback on TDSB's Special Education Plan (the "Plan"); and

WHEREAS feedback on the Plan was sought and obtained from SEAC representatives, parents, and other advocates for students with special education needs, in order to help better educate and support these students; and

WHEREAS a variety of feedback and recommendations were obtained and SEAC wishes to communicate this feedback and these recommendations to SEAC, staff, Trustees and others;

BE IT RESOLVED that the attached feedback document and its recommendations for changes to the Special Education Plan be promptly forwarded to staff and Trustees for their review and consideration in formulating TDSB's 2021 Special Education Plan and future policies and practices regarding educating students with special education needs.

Appendix B, Special Education Plan – SEAC Feedback (separate document)



Interim Expectations for Parent/Family Engagement in the School Improvement Process

To: Program and School Services Committee

Date: 9 June, 2021

Report No.: 06-21-4109

Strategic Directions

- Transform Student Learning
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

The extension of the 2019-2020 interim expectations for parent/family involvement in the school improvement process to 2021-2022 with the addition of data sharing with parents and caregivers be received.

Context

The Multi-Year Strategic Plan (MYSP) Community Engagement Action Plan (p.46) states that staff will: establish expectations for parental and student engagement in the school improvement process. It is recognized that diverse student and parent perspectives are important to transform student learning, raise achievement and well-being, and address opportunity gaps. On March 20, 2019, the Board received a report which outlined a consultation process for the development of *interim* expectations for parent involvement in the school improvement process until related policy statements are developed through the formal review of P:023 Parent and Community Engagement Policy.

A consultation group was established through outreach to community advisory committees and staff groups. Staff met with the consultation group before creating any expectations. The first meeting focused on establishing a common understanding of the Toronto District School Board's school improvement process and soliciting their ideas about the things staff should consider when developing expectations for family

engagement in the school improvement process. The feedback gathered from the group informed the development of interim expectations which were then shared with the consultation group at a second meeting. Some of the themes raised in the discussion included:

- Enhanced outreach strategies are required for families of students who are under-served,
- Regulation 612 requires school councils to be consulted on school improvement however this practice varies widely,
- Families aren't aware that they can participate in the school improvement process
- Capacity needs to be built to fulfill these new expectations,
- Explore a variety of methods and strategies for engaging families and value multiple forms of family engagement,
- Some diverse voices and perspectives must be considered,
- School councils aspire to engage a variety of parent voices,
- Identify and promote current effective practices for an engagement at the elementary and secondary panels and school councils and
- Provide families with information about the school improvement process.

The 2021-2022 proposed interim expectations for school teams will focus on:

- explaining the school improvement process and the value of family involvement in it.
- Principals will seek input on the initial thinking regarding SIP goals with the school council (as required under Regulation 613) and from all parents and caregivers, particularly those, under-represented and under-served.
- Share School Data with parents/caregiver on (Wellbeing, Equity, and Achievement).

Both the staff and consultation group members agree that there is value in continuing to work together to support positive implementation from various perspectives.

Action Plan and Associated Timeline

Upon approval of the extension, staff will ensure communication to all staff by September 2021. Additionally, several resources will be created to assist with the involvement of parents and caregivers. This will include protocols for engagement and communication tools

Superintendents will work with Community Support Workers, where applicable, to build capacity among principals/vice-principals to engage families and school councils.

There will be further consideration of strategies to monitor implementation.

Resource Implications

Not applicable

Communications Considerations

Staff will work with the Community Relations Department to develop resources and all other communication needs and support required.

Board Policy and Procedure Reference(s)

P.023: Parent and Community Engagement Policy

Appendices

NIL

From

Curtis Ennis, Interim Associate Director of Equity, Well-Being and School Improvement
at curtis.ennis@tdsb.on.ca

Michelle Munroe, Central Coordinator, Parent and Community Engagement at
michelle.munroe@tdsb.on.ca

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Review of Secondary Alternative Schools Feasibility Report

To: Program and School Services Committee

Date: 9 June, 2021

Report No.: 06-21-4115

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the review of Secondary Alternative Schools feasibility report be received for information.

Context

In response to a recommendation from the Alternative Schools Community Advisory Committee passed by the Board on May 26, 2021, staff undertook to determine the feasibility and potential timeline of a review of all Secondary Alternative Schools in TDSB to begin in fall 2021.

Action Plan and Associated Timeline

Under the leadership of the System Superintendent of Secondary Program and Access and the System Superintendent of Continuing Education, Secondary Alternative Schools, Adult Education, Educational Partnerships, Delegations & Heritage Months, the first phase of the review, expected to be completed during the 2021-2022 school year, will focus on an environmental scan of the Secondary Alternative Schools, including demographics and history, and will also include an analysis of the strengths, weaknesses, opportunities and threats faced by students, staff and communities connected to Secondary Alternative Schools.

The environmental scan will engage multiple stakeholders including students, staff and families and will require collaboration of staff from multiple internal departments to complete research and present a report including system wide findings, long-term visioning and recommendations following completion of the review. An implementation plan and timeline will be included in the recommendations coming forward.

Following the report and recommendations, a review of the Alternative Schools Policy, P062 and Alternative Schools Procedure, PR584, will be completed to align it with the recommendations coming out of the environmental scan.

A subsequent report will be presented in October 2021 to PSSC providing a detailed timeline related to this review. As each phase of the review is completed, reports will be presented to the Governance and Policy Committee and/or the Program and School Services Committee as applicable.

Resource Implications

Not applicable at this time. As consultations evolve and resources are required, an update on this section will be provided.

Communications Considerations

TDSB website will be updated as public consultation information related to this review becomes available.

Board Policy and Procedure Reference(s)

P062, Alternative Schools

PR584, Alternative Schools

P013, Optional Attendance

Appendices

Not applicable

From

Craig Snider, Interim Associate Director, Business Operations and Service Excellence, by email at craig.snider@tdsb.on.ca or by telephone at 416-394-2041.

Jim Spyropoulos, Executive Superintendent, Human Rights and Indigenous Education, by email at jim.spyropoulos@tdsb.on.ca or by telephone at 416-397-3678.

Lorraine Linton, System Superintendent, Secondary Program and Admission, by email at lorraine.linton@tdsb.on.ca or by telephone at 416-395-3626.

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Peter Chang, System Superintendent, Continuing Education, Secondary Alternative Schools, Adult Education, Educational Partnerships, Delegations & Heritage Months, by email at peter.chang@tdsb.on.ca or by telephone at 416-393-8937.

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Annual Enrolment in Early French Immersion/Middle French Immersion Programs 2021-2022 and Core French Program 2020-2021

To: Program and School Services Committee

Date: 9 June, 2021

Report No.: 06-21-4099

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the report regarding Annual Enrolment in Early/Middle Immersion French Programs 2021-22 and Core French Program 2020-21 be received for information.

Context

Aligned with the Vision for Learning, the Multi-Year Strategic Plan and the French-as-a Second Language Recommendations, equity of access to Intensive French programs is a key priority.

The Early French Immersion program has been in Toronto schools since the early 1970's. It began in a handful of schools and has grown over the years. At amalgamation, there were 41 Early French Immersion entry sites in the TDSB. In 2009, PR597 came into effect which allows for the accommodation of all families who apply by a deadline in an Early French Immersion or Junior Extended French program and outlined a process for program growth. Since 2009, 30 new sites have opened to accommodate growing demand in the program. Similarly, the Junior Extended French program began in 2004 in 7 schools and has since grown to 39 sites. In September 2021, due to recommendations from the French Review, the Middle French Immersion (Grade 4 entry), will begin in 40 sites, as the Junior Extended French program phases out. Currently, there is an Early French Immersion and Middle French Immersion program to serve every residential address in the Toronto District School Board. Core French is mandatory in Ontario from

Grades 4 to 8 for all students in English-language elementary schools. Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. There is one mandatory Core French credit required in Gr. 9.

ENROLMENT: The total number of JK students in 2020 was 14,842 of which 3,089* applied to SK French Immersion and 2,619 accepted (i.e., reserved) placements for September 2021. The number of students whose placement was accepted for 2021 was 18% of those in JK in 2020. This reflects a 23% decrease in overall applications across the system. This decrease was reflected in all four Learning Centres (i.e., LC1 21%; LC2 24%; LC3 33%; LC4 20%). For September 2021, there are 70 SK French Immersion sites, all of which are Full Day Kindergarten (FDK). *This total reflects applicants up to February 28, 2021.

The total number of Grade 3 students in 2020 was 14,873 of which 1,064* applied to Grade 4 Middle French Immersion and 834 accepted (i.e., reserved) placements for September 2021. The number of students whose placement was accepted for 2021 was 6% of those in Grade 3 in 2020. For September 2021, there are 40 Middle French Immersion sites. *This total reflects applicants up to February 28, 2021.

All on-time applicants (Early French Immersion SK entry and Grade 4 Middle French Immersion) are offered a placement in a program. There are no system wait-lists. While every effort is made to place students in the school identified as their area Early French Immersion or Middle French Immersion school, this is not always possible. In cases where the number of applications in a given area is greater than the number of allotted program spaces in the school, redirection is the process by which applicants are accommodated. Guiding principles for redirection include redirecting students as a group based on English home school and redirecting to the closest Early French Immersion or Middle French Immersion site with available program space. When a fraction appears in the “Redirection” column of Appendix A, the denominator indicates the number of students who were redirected to a school other than the French program school currently associated to their designated English school as per PR597 – Early French Immersion/Middle French Immersion. The numerator indicates the number of accepted placements through redirection.

While the tables in appendices for each of the five programs show numbers at the entry point, the last table in this report shows the total enrolment in these programs from SK to Grade 12. Please note that, in the attached charts, “*Accepted*” refers to the number of students whose parents/guardians have reserved a placement in the program.

Both Early French Immersion and Middle French Immersion are French-as-a-Second Language (FSL) programs in which French is not only taught as a subject, but also serves as the language of instruction in other subjects.

In a *French Immersion program*, French must be the language of instruction for a minimum of 50 percent of the total instructional time at every grade level of the program.

Action Plan and Associated Timeline

This current annual report will be shared at Program and School Services Committee on June 9, with the French as a Second Language Community Advisory Committee (FSLCAC) June 8 and Board on June 30, 2021.

Over the next several years, the TDSB will phase in changes and enhancements to French-as-a-Second Language Programs that were approved by the Board of Trustees in June 2019 which are all aimed at improving equity of access for students.

Board Policy and Procedure Reference(s)

PR597: French Immersion/Extended French

P080: French-as-a-Second Language

Appendices

- Appendix A: Enrolment Data in Early French Immersion/Middle French Immersion Programs 2021-2022 & Core French Programs 2020-2021

From

Curtis Ennis, Interim Associate Director, Equity, Well-Being and School Improvement at curtis.ennis@tdsb.on.ca or at 416-396-9184.

Angela Caccamo, Centrally Assigned Principal, French-as-a-Second Language, Classical & International Languages at angela.caccamo@tdsb.on.ca or at 416-396-7992.

Appendix A

Enrolment Data

Early French /Middle French Immersion 2021-2022 & Core French Programs 2020-2021

Early French Immersion

(SK Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Adam Beck	36	13	23	40	0	36	4	2	JK-5	
Alexander Stirling	23	4	19	20	9	2	18	1	JK-8	
Allenby	51	25	26	55	0	50	5	2	JK-6	
Beverly Glen	42	5	37	42	9	11	31	2	JK-6	
Birch Cliff	49	10	39	28	4	23	5	1	JK-8	4 to Adam Beck 1/1 Courcellette 3/3 Blantyre 16 to Clairlea 3/8 Birch Cliff 2/6 Oakridge 1/1 Taylor Creek
Blake Street	52	16	36	47	4	25	22	2	JK-6	
Bowmore	49	12	37	33	2	33	0	1	JK-8	13 to Williamson Road 5/7 Norway 5/6 Kew Beach
Brian	62	9	53	56	7	16	40	2	JK-6	
Brimwood	24	9	15	22	10	6	16	1	JK-6	
Broadacres	20	6	14	17	3	11	6	1	JK-5	
Broadlands	62	18	44	59	7	0	59	2	SK-5	

Early French Immersion

(SK Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Brown	39	17	22	30	0	26	4	1	JK-6	9 to Humewood 2/9 Brown
Carleton Village	42	12	30	32	8	18	14	1	JK-8	9 to George Syme 1/2 Harwood 1/3 Charles E Webster 3/3 Dennis
Chief Dan George	26	3	23	18	8	4	14	1	JK-8	
Clairlea	47	12	35	48	7	13	35	2	JK-8	
Cliffwood	19	7	12	20	4	11	9	1	JK-5	
Corvette	37	12	25	37	14	11	26	2	JK-6	
Dallington	55	10	45	50	4	14	36	2	JK-6	
Davisville	90	8	82	45	9	28	17	2	JK-6	14 to John Fisher 10/14 Maurice Cody 9 to Allenby 5/9 Oriole Park 15 to O'Connor 11/15 Fraser Mustard
Derrydown	30	8	22	26	5	9	17	1	JK-5	
Dewson	50	18	32	54	5	17	37	2	JK-6	
Duke of Connaught	26	11	15	28	0	10	18	1	JK-8	
Dundas	36	8	28	38	3	26	12	2	JK-5	
Dunlace	20	6	14	19	3	7	12	1	JK-6	
Earl Beatty	44	14	30	42	1	34	8	2	JK-8	

Early French Immersion

(SK Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Earl Haig	26	7	19	27	0	27	0	1	JK-8	
Ellesmere Statton	34	5	29	27	8	3	24	1	JK-8	
Elmlea	37	7	30	31	8	5	26	1	JK-5	
Fern	33	16	17	52	0	39	13	2	JK-8	
General Crerar	14	1	13	15	7	3	12	1	JK-8	
George Syme	42	4	38	29	11	2	27	1	JK-6	
Gledhill	40	16	24	38	0	34	4	2	JK-6	
Glen Park	36	7	29	24	8	11	13	1	JK-6	
Howard	49	19	30	29	0	27	2	1	JK-6	20 to Fern 12/20 Howard
Humbercrest	40	22	18	30	0	29	1	1	JK-8	10 to George Syme 0/10 Humbercrest
Humewood	42	18	24	48	1	40	8	2	JK-8	
Islington	38	6	32	29	5	17	12	1	JK-8	
Jackman	43	19	24	42	0	38	4	2	JK-6	
John English	36	12	24	36	2	18	18	2	JK-8	
John Fisher	52	12	40	56	4	0	56	2	SK-6	
Lester B. Pearson	59	11	48	51	6	0	51	2	SK-8	

Early French Immersion

(SK Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Lord Lansdowne	67	11	56	61	11	0	61	2	SK-8	
Melody Village	42	8	34	36	13	0	36	2	JK-5	
Millwood	46	19	27	46	3	21	25	2	JK-5	
Morse	34	8	26	29	1	28	1	1	JK-6	6 to Duke of Connaught 2/6 Bruce
North Agincourt	22	7	15	22	6	3	19	1	JK-6	
Northlea	39	15	24	39	1	33	6	2	JK-8	
O'Connor	26	2	24	27	2	4	23	1	JK-5	
Owen	34	10	24	34	1	22	12	2	JK-6	
Palmerston	55	21	34	32	1	27	5	1	JK-5	18 to Dewson 4/18 Palmerston 5 to Humewood 4/5 Essex
Parkdale	42	2	40	34	4	9	25	2	JK-8	
Pauline Johnson	23	6	17	19	9	3	16	1	JK-6	
Perth	50	16	34	50	1	46	4	2	JK-6	
Rawlinson	52	15	37	48	4	35	13	2	JK-8	
Regal Road	41	11	30	42	2	24	18	2	JK-6	
RH McGregor	61	33	28	60	0	59	1	2	JK-5	

Early French Immersion

(SK Entry - September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Rockford	45	5	40	42	6	27	15	2	JK-6	
Rosethorn	43	10	33	42	4	21	21	2	JK-5	
Runnymede	44	14	30	45	0	45	0	2	JK-8	
Second Street	41	10	31	40	3	7	33	2	JK-8	
Secord	30	8	22	30	0	30	0	1	JK-5	
Sir Adam Beck	51	20	31	54	1	39	15	2	JK-5	
Topcliff	20	3	17	17	8	4	13	1	JK-5	
Tredway Woodsworth	33	10	23	30	13	3	27	1	JK-8	
Tumpane	37	12	25	37	9	32	5	2	JK-5	
William G. Miller	45	10	35	40	14	10	30	2	JK-8	
Williamson Rd	37	15	22	53	1	38	15	2	JK-6	
Winchester	77	9	68	65	11	0	65	2	SK-8	
Withrow	35	18	17	37	0	32	5	2	JK-6	
Yorkview	41	4	37	38	3	14	24	2	JK-5	
TOTAL 2021-22	2,865	787	2,078	2,619	N/A	1,350	1,269	111		
TOTAL 2020-21	4,018	882	3,146	3,300	N/A	1,579	1,721	125		

Early French Immersion

(SK Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
TOTAL 2019-20	3,528	912	2,616	3,085	N/A	1,547	1,538	125		

Middle French Immersion

(Grade 4 Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Bedford	47	1	46	35	8	10	25	2	JK-8	None
Blaydon	22	0	22	21	12	1	20	1	JK-5	None
Briarcrest	29	1	28	27	12	6	21	1	JK-5	None
Cassandra	18	1	17	18	3	8	10	1	JK-5	None
Cedarbrook	21	4	17	17	16	3	14	1	JK-8	None
Centennial Road	18	2	16	17	3	4	13	1	JK-6	None
Charles H. Best	16	1	15	14	5	0	14	1	4-8	None
Cherokee	15	0	15	10	6	4	6	1	JK-6	None
Chester	34	0	34	20	4	18	2	2	JK-5	None
Cliffside	28	1	27	20	10	2	18	1	JK-8	None

Middle French Immersion

(Grade 4 Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Cresthaven	30	0	30	22	9	5	17	1	JK-5	None
Denlow	21	0	21	19	7	5	14	1	JK-6	None
Diefenbaker	14	1	13	14	0	14	0	1	JK-5	None
Duke of Connaught	19	2	17	10	9	4	6	1	JK-8	None
Dundas	35	1	34	29	11	4	25	2	JK-5	None
Emily Carr	20	3	17	14	14	2	12	1	JK-8	None
Fern	17	3	14	16	4	0	16	1	JK-8	None
Forest Hill	33	4	29	27	9	6	21	1	JK-8	None
Greenholme	15	0	15	12	16	1	11	1	JK-8	None
Grenoble	36	1	35	32	2	10	22	2	JK-6	None
Harwood	16	0	16	10	14	3	7	1	JK-8	None
Highland Creek	15	2	13	16	8	2	14	1	JK-8	None
Highland Heights	13	0	13	12	8	2	10	1	JK-6	None
Hunter's Glen	38	5	33	36	16	4	32	2	JK-6	None
John A. Leslie	15	1	14	12	7	5	7	1	JK-8	None
John Ross Robertson	28	3	25	31	3	25	6	1	JK-6	None

Middle French Immersion

(Grade 4 Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Maple Leaf	13	0	13	11	10	2	9	1	JK-8	None
North Agincourt	24	2	22	25	11	5	20	1	JK-6	None
Pleasant	47	1	46	41	8	8	33	2	JK-6	None
Poplar Road	12	1	11	8	8	4	4	1	JK-6	None
Presteign Heights	17	2	15	18	6	5	13	1	JK-5	None
Rawlinson	19	3	16	16	14	1	15	1	JK-8	None
Renee Gordon	27	0	27	23	8	2	21	1	JK-5	None
Ryerson Community	24	0	24	17	20	1	16	1	JK-8	None
Second Street	35	2	33	30	13	3	27	1	JK-8	None
Sir Samuel B. Steele	26	1	25	19	8	12	7	1	JK-6	None
Stanley	17	0	17	13	10	8	5	1	JK-5	None
Swansea	49	16	33	47	0	45	2	2	JK-8	None
Valleyfield	23	1	22	22	6	6	16	1	JK-6	None
Wilkinson	36	11	25	33	5	15	18	2	JK-6	None
TOTAL 2021-22	982	77	905	834	N/A	265	569	48		

Middle French Immersion

(Grade 4 Entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
TOTAL 2020-21	1,669	100	1,569	1,254	N/A	443	811	53		
TOTAL 2019-20	1,527	102	1,425	1,143	N/A	392	751	51		

Intensive Extended French

(Grade 6 entry – September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Cosburn MS	38	0	38	36	2	6-8	None
TOTAL 2021-22	38	0	38	36	2		
TOTAL 2020-21	36	5	31	23	1		
TOTAL 2019-20	62	5	57	60	2		

Extended French

(Grade 7 Entry - September 2021)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-Sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Bowmore	35	0	35	35	2	JK-8	None

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Charles Gordon	35	0	35	35	2	7-8	None
Earl Grey	26	4	22	19	1	7-8	None
Glen Ames	49	0	49	44	2	7-8	None
Glenview	33	0	33	25	1	7-8	None
Henry Hudson	44	0	44	36	2	7-8	None
JB Tyrell	64	7	57	54	2	7-8	None
JR Wilcox	8	0	8	6	1	JK-8	None
King Edward	18	0	18	15	1	JK-8	None
Queen Alexandra	34	0	34	28	1	6-8	None
Sir Alexander Mackenzie	36	0	36	34	2	7-8	None
Sir Ernest McMillan	24	0	24	17	1	7-8	None
Swansea	16	4	12	16	1	JK-8	None
Winona*	36	0	36	36	2	7-8	None
TOTAL 2021-22	458	15	443	400	21		
TOTAL 2020-21	796	13	783	663	26		
TOTAL 2019-20	912	12	900	696	27		

Note: * Hawthorne II Bilingual Alternative Junior School feeds into Winona in Gr. 7.

Total Enrolment in French Immersion & Extended French Programs

(SK to Grade 12)

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
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2000-1	11,242	1,667	1,645	856	15,410
2001-2	11,206	1,584	2,606	801	16,197
2002-3	10,921	1,412	2,576	760	15,669
2003-4	11,047	1,660	2,176	1,147	16,030
2004-5	11,171	1,746	2,335	1,245	16,497
2005-6	11,331	2,098	2,406	1,319	17,154
2006-7	11,483	2,670	2,427	1,314	17,894
2007-8	11,865	3,394	2,428	1,352	19,039
2008-9	12,307	3,706	2,430	1,293	19,736
2009-10	12,810	3,954	2,408	1,291	20,463
2010-11	13,415	4,180	2,482	1,371	21,448
2011-12	14,285	4,246	2,506	1,525	22,562
2012-13	14,956	4,381	2,628	1,803	23,768
2013-14	15,724	4,546	2,728	1,845	24,843
2014-15	16,556	4,830	2,776	1,994	26,156
2015-16	17,476	4,848	2,855	1,970	27,149
2016-17	18,067	5,224	2,852	1,870	28,013
2017-18	18,631	5,376	2,899	1,915	28,821
2018-19	18,961	5,606	3,061	1,861	29,489
2019-20	18,991	5,647	3,183	2,001	29,822
2020-21	18,485	5,570	3,365	2,084	29,504

Total Enrolment in Core French (Gr. 4 to12)

Enrolment as of October 2020

Grade Level	Total # of Students CORE French
Grade 4	13,768

Grade 5	14,384
Grade 6	14,199
Grade 7	13,708
Grade 8	14,322
Grade 9	14,941
Grade10	3260
Grade 11	1618
Grade 12	1190
TOTAL 2020-21	91,390
TOTAL 2019-20	94,966
TOTAL 2018-19	90,998

System Total at Program Entry Points

Program	Accepted April 2021	No. of Classes	System Waitlists 2020-21	System Waitlists 2019-20	System Waitlists 2018-19
Early Immersion (SK Entry)	2,619	111	0	0	0
Middle Immersion (Grade 4 Entry)	834	48	0	0	0
Intensive Extended (Grade 6 Entry)	36	2	0	0	0
Grade 7 Extended (Grade 7 Entry)	400	21	0	0	0
TOTAL 2021-22	3,889	182			
TOTAL 2020-21	5,295	207	0	0	0
TOTAL 2019-20	5,038	207	0	0	0

Transportation

French Immersion & Extended (SK to 12)

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Grade Level	Total # of Students Transported by Bus	Grade Level	Total # of Students Provided TTC Tickets	Empty Seat Riders on School Bus
SK	307	Grade 6	0	0
Grade 1	272	Grade 7	12	0
Grade 2	316	Grade 8	77	0
Grade 3	276	Grade 9	0	
Grade 4	528	Grade 10	0	
Grade 5	449	Grade 11	0	
Grade 6 (2+ trsf req.)	57	Grade 12	0	
TOTAL 2020-21	2,260	TOTAL 2020-21	89	0
TOTAL 2019-20	4,096	TOTAL 2019-20	305	205
TOTAL 2018-19	4,587	TOTAL 2018-19	1,653	165

NOTE: This includes all students on transportation or TTC. Many students may either be attending virtual learning and/or families have made alternate arrangements.



Technology Modernization - 1:1 Device Program

To: Program and School Services Committee

Date: 9 June, 2021

Report No.: 06-21-4116

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Technology Modernization 1:1 Device Program be approved.

Context

Creating and executing a strategic plan for the distribution of a 1:1 model supported by digital learning tools and content resources to all TDSB learners, now and in the future, is pressing and imperative. The pandemic, recent global economic and social changes have illustrated the importance of equipping students with digital learning skills, experiences, and opportunities. Now is an opportune time for action.

This digital learning strategy honours the TDSB's commitment to student success for all as put forward in *A Vision for Learning* (2016) and it responds to the recommendations found in the Office of the Auditor General of Ontario's *Value-for-Money* audit (2018). It will lay the foundation for a consistent learning experience that supports improved achievement levels for all students. This strategy addresses the following critical goals: fostering deep learning through the use of pervasive technology and providing equitable access to current digital resources for all students at every TDSB school.

In *A Vision for Learning*, the TDSB committed to enabling "all students to reach high levels of achievement and to acquire the knowledge, skills, and values they need to become responsible members of a democratic society." Moreover, to attain high levels of achievement, our students must become "deep thinkers, problem solvers, creators, collaborators, leaders, global citizens, entrepreneurs, and communicators." To meet these goals, our students and teachers require expanded pedagogical capacity and pervasive technology.

In *A Rich Seam: How New Pedagogies Find Deep Learning* (2016), Fullan and Langworthy propose “a new model of learning partnerships between and among students and teachers, aiming towards deep learning goals and enabled by pervasive digital access.” Within this deep learning partnership, the focus is shifted from passive content mastery by students to active creation and use of new knowledge in the world beyond the classroom.

The ubiquitous presence of technology is background but crucial. When technology is introduced sporadically or haphazardly, the focus can be on the technology rather than the learning. When technology is pervasive, routinized and seamless, it facilitates and amplifies deep learning.

“Technology is not just a tool. It can give learners a voice they may not have had before.” - George Couros

In the provincial *Value-for-Money* audit, the auditors acknowledged that “Ontario does not have an IT strategic plan for its schools” and issued a series of recommendations to address this gap. The auditors noted that the TDSB “did not have a policy on the ratio of students to computers. At some schools, eight students shared one computer, whereas in other schools, each student was assigned an individual computer.” Given that the TDSB is committed to honouring all student voices, we must support that commitment by funding the technology to amplify student voices.

Currently, there are pockets of excellence in the TDSB, but digital tools and resources are not systematically distributed. The auditors note that “classroom IT equipment ranged from new and modern, to outdated hardware... older technology could also adversely affect the learning experience and was more vulnerable to cybersecurity threats because vendors were no longer providing regular security updates.” To address these issues, the board is assessing the technological needs for their schools with a goal of completion by March 2021. The assessment was expected to address “computer-to-student ratios, types of technologies to use in the classroom, the optimal age of technology systems and devices, as well as the refresh cycle of classroom technology.”

Action Plan and Associated Timeline

Implementing a district-wide digital learning strategy, including a student laptop program will enable the TDSB to provide students with the learning experiences and opportunities to prepare them to be competent & capable responsible citizens.

Student Device Program

The student laptop program will consist of two phases, implementation, and sustainment. The implementation phase will take place over a four-year period allocating devices to students in grade five and grade nine simultaneously. Spreading the activity over four years will allow for balancing of the financial and human resource demands of the program and allow adjustments to be made annually as required. Grade five has been selected as an elementary entry point due to a balance of student maturity and ability to utilize the device consistently for educational purposes as well as providing a minimum of two grades worth of support for elementary schools from a device allocation perspective. Grade nine has been selected as the entry point for secondary students due to support student learning as they begin high school. It will also support secondary schools with devices over a four-year implementation period.

After four years all students in grades five to twelve will have a device assigned to them. At this time the maintenance phase of the program will begin. Students entering grade five will continue to receive a new device. The device will be refreshed when students enter grade nine with a new device. At the end of grades eight and twelve devices will be collected from students. These will be used as replacements for damaged devices and for parts to perform repairs.

Feedback from teachers, students and parents has indicated the laptop format is preferable for the physical keyboard and ability for the screen to be upright without a case or human intervention. Chromebooks are the recommended device for the student laptop program. Chromebooks are cost effective laptops running the Chrome Operating System and are the devices purchased most often by TDSB schools. They are designed to provide quick start up times and fast performance when accessing online sites and resources such as Google Workspace for Education, the Brightspace Learning Platform and TDSB's Virtual Library. Chromebooks can also be used without an internet connection. Chromebooks have been used in TDSB for over six years with approximately 106 000 in our schools today. The devices have been very reliable and provided an excellent return on investment based on the amount of student use and reliability. Chromebooks are the number one selling educational device in North America.

The student laptop program will be implemented over a four-year period balancing the financial and human resource demands of the program. Staff from IT Services and Leadership and Learning will be required to support a student laptop program.

Resource Implications

The digital learning strategy will carry both human and financial annual costs.

The student laptop program will cost approximately \$10.4 million dollars annually for devices. This amount will be required for the first four years of implementation and then maintenance and refresh ongoing. The cost of an individual Chromebook is approximately \$307.

- Year 1: 34 000 students (\$10,438,000)
- Year 2: 34 000 students (\$10,438,000)
- Year 3: 34 000 students (\$10,438,000)
- Year 4: 34 000 students (\$10,438,000)

The program is subject to funding availability.

One option is to centrally fund schools in a certain position on the Learning Opportunities Index and to implement a sliding scale cost sharing model for other schools.

A team of people will be required to support schools, teachers, students and their families. These people could be an addition to the people who currently support the Digital Lead Learner Program. It is anticipated two full time people will be needed to support the student laptop programs in addition to existing staff from IT Services and Leadership & Learning.

Prior to launch of the student device program resources will need to be created and curated to assist teachers, students and families on topics including but not limited to

Digital Citizenship, Privacy and Safety, Curricular Connections and Acceptable Use. This work will be completed in the summer of 2021. Professional learning will be provided for teachers of grades five and nine to support the purposeful use of technology for deep learning.

Communications Considerations

There will be communication requirements for students and families, teachers, classroom staff, principals, and school support staff.

Board Policy and Procedure Reference(s)

P088 - Acceptable Use of IT Resources

Appendices

- NA

From

Peter Singh, Executive Officer, IT & IM Services, by telephone at 416-396-7627 or by email at peter.singh@tdsb.on.ca.



Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways

To: Program and School Services Committee

Date: 9 June, 2021

Report No.: 06-21-4125

- Strategic Directions
- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the update on the implementation of the Multi-Year Strategic Action Plan: Academic Pathways be received for information .

Context

The Toronto District School Board is committed to identifying and eliminating all forms of systemic racism and oppression that lead to inequitable outcomes for Indigenous and Black students, students from lower socioeconomic backgrounds, and students identified with special education needs. The work of Academic Pathways and disrupting streaming structures from Kindergarten through to secondary school is part of this ongoing commitment.

We continue to support all students by creating inclusive learning environments with high expectations that meet the needs of all students and support all future education pathways.

We have worked over the course of three years to support schools to prepare the majority of students to study at the Academic level in Grades 9 and 10. Starting in September 2021, almost all Grade 9 students will be studying at the Academic level (The Ministry of Education has also introduced a destreamed Grade 9 mathematics course, MTH1W, for September 2021). Effective September 2022, almost all Grade 10 students will be studying at the academic level.

Grade 9-10 Program of Study: Enrolment Trends

The following information is for active students at the end of school year only. A student's overall program of study has been calculated from the five Grade 9/10 courses that have program levels (i.e., English, Math, Science, Geography (Gr. 9) / History (Gr.10), and French).. If the majority of the courses taken by a student were at the academic level, the overall program level of study was "Academic". If the majority of the courses taken by a student were at the applied level, the overall program level of study was "Applied". If the majority of the courses were neither at the academic level nor at the applied level, the overall program level of study was assigned to "Other".

Figure 1: Grade 9 Program of Study (Active Students as of June 30th)

School Year	Academic (#)	Academic (%)	Applied (#)	Applied (%)	Other (#)	Other (%)	Total Count
2014-15	12,621	76%	2,898	18%	992	6%	16,511
2015-16	12,461	77%	2,615	16%	1,035	6%	16,111
2016-17	12,698	79%	2,408	15%	1,020	6%	16,126
2017-18	12,936	80%	2,145	13%	1,028	6%	16,109
2018-19	13,956	85%	1,484	9%	913	6%	16,353
2019-20	14,643	89%	893	5%	967	6%	16,503

Figure 2: Grade 10 Program of Study (Active Students as of June 30th)

School Year	Academic (#)	Academic (%)	Applied (#)	Applied (%)	Other (#)	Other (%)	Total Count
2014-15	12,677	76%	2,766	17%	1,227	7%	16,670
2015-16	13,146	77%	2,600	15%	1,253	7%	16,999
2016-17	12,916	78%	2,357	14%	1,231	7%	16,504
2017-18	13,079	79%	2,287	14%	1,167	7%	16,533
2018-19	13,355	81%	2,000	12%	1,125	7%	16,480
2019-20	14,110	84%	1,456	9%	1,160	7%	16,726

Figure 1: Grade 9 Students' Overall Program of Study

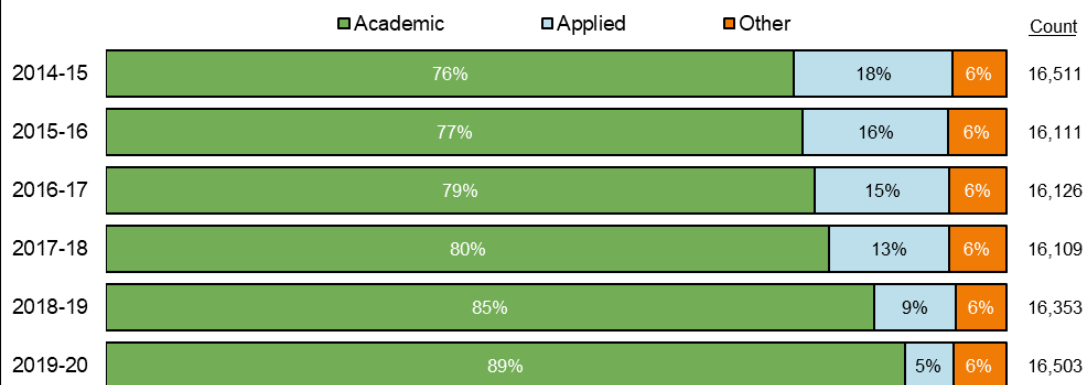
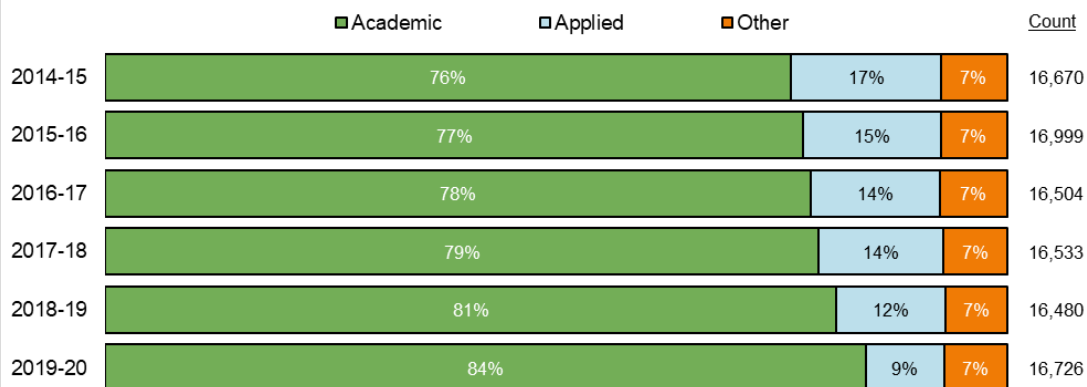


Figure 2: Grade 10 Students' Overall Program of Study



At a future Program and School Services Committee meeting (October or November, 2021) we will provide an interim update on enrolment trends that includes the 2020-21 school year. As well data will be disaggregated so that trends for various groups can be seen (e.g. socio-economic status, self-identified ethno-racial background, gender, program of study by special education needs, program of study – English language learners, family structure, etc)

Action Plan and Associated Timeline

Grade 9 and 10 Academic

- In collaboration with numerous central departments, system-wide professional learning sessions on instruction, assessment, and the moral imperative for Academic-only classes were delivered to secondary administrators, Curriculum Leaders and lead teachers in English, French, Geography, Mathematics, Science, Guidance, Student Success, Special Education and Teacher Librarians (January-May 2021)
- The Academic Pathways website (<https://sites.google.com/tdsb.on.ca/tdsbacademicpathways/>) has been created to share professional learning materials, internal and external reports on academic streaming, and instructional resources for secondary teachers.
- Central Lead Teachers of Secondary Mathematics and Academic Pathways were hired and are developing teacher resources to support the effective implementation of the new Grade 9 destreamed mathematics curriculum.
- The TDSB destreaming team, composed of leaders from across the system, developed a readiness assessment tool to help Learning Network Superintendents and secondary school administrators prepare for the implementation of Grade 9 Academic-only courses for September 2021 and to identify areas of strength and growth to inform the development of school improvement plans.
- The Locally Developed Compulsory Courses (LDCC) Strategy was developed to review placement of students in Grade 9 LDCC. The process requires the collaboration of teachers, administrators and families to determine, on a case-by-case basis, the appropriateness of a student's placement in a Grade 9 LDCC, and the approval of a parent and the Superintendent.

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<i>Provide professional learning to Guidance Counsellors and Student Success Teachers in the elementary and</i>	Professional learning to Guidance Department Leaders and Student Success teachers focusing on Equity in	Provide professional learning to math and student success teachers

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<p><i>secondary levels to support effective transitions for all students in the most appropriate course pathway</i></p>	<p>Guidance & Student Success (April & May 2021)</p> <p>Professional learning to Senior Team regarding course selection, academic pathways and LDCC (October 2020, January 2021)</p> <p>Professional learning to Learning Network Superintendents regarding Academic Pathways and Transitions (January 2021)</p> <p>Webinars for parents regarding Academic & Career Planning, with information about Academic Pathways via Parents as Partners (October 2020)</p> <p>Grade 8 to 9 Transition Information Night for families (December 2020)</p> <p>Professional learning to secondary Student Success Teachers to support effective transitions and supports in Academic-only classes (February 2021)</p> <p>Process implemented to review placement of students into LDCC (February 2021) Appendix A</p>	<p>on effective intervention tools and strategies.</p> <p>Work with community organizations to engage parents in order to provide supports and a better understanding of available courses and pathways.</p>
<p><i>Collaborate with system teams (Guidance, Special Education, Early</i></p>	<p>System-wide and local school professional learning sessions on instruction, assessment,</p>	<p>Collaborate with Early Years, English/Literacy, and Mathematics</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<p><i>Years, Continuing Education, Indigenous Education) to support successful transitions for all students and direct supports where they are most needed</i></p>	<p>the moral imperative, and the professional duty for Academic-only classes to 1000 secondary school administrators, curriculum leaders and lead teachers in English, French, Geography, Mathematics, Science, Guidance, Student Success, Special Education and Teacher Librarians (January-May 2021)</p> <p>Professional learning to support school based collaborative inquiry on addressing educational debt in adolescent literacy for 72 early reading intervention schools facilitated by the central English/Literacy department (February – May 2021)</p> <p>Professional learning facilitated by Hybrid Teacher-Coaches in English, Geography, History, and Science to support teachers with differentiated and culturally responsive instruction (September 2020 to present)</p> <p>Professional learning sessions for administrators and aspiring leaders on setting conditions to support Academic Pathways. (March–May 2021)</p> <p>Professional learning for administrators via a panel of</p>	<p>departments to support reading and foundational math instruction for K-2 students.</p> <p>Provide professional learning opportunities for elementary teachers (e.g. Grades 4-8) on instruction, assessment and the professional duty of Academic Pathways through effective inclusion in the areas of language and mathematics.</p> <p>Provide professional learning on evidence-based interventions when students in Grades 4 to 8 are multiple years below grade level, which would inhibit their success in academic programming in secondary school.</p> <p>Provide support for secondary schools in preparation of academic only courses in Grade 10 for September 2022.</p> <p>Collect data on credit accumulation of grade 9 courses in 2021 – 2022 school year.</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>experienced principals who shared insights about leading schools through the dismantling of academic streaming (May 2021)</p> <p>Revised the Grade 8-to-9 transition process to reflect a tiered, asset-based approach that includes staff and students (May 2021)</p> <p>Developed the Academic Pathways website to provide professional learning, teaching resources and supports to educators.</p>	
<p><i>Develop the Academic Math Strategy to include a plan for professional learning for teachers, supports for parents and students to access outside the classroom, and opportunities for cross-panel collaboration in Grades 7-10</i></p>	<p>Professional learning in collaboration between the Central Math Team and Hybrid Teacher-Coaches in Mathematics on inclusive secondary mathematics teaching (January 2021 to present).</p> <p>Professional learning to special education coordinators and consultants on inclusive mathematics related to the new Grades 1-8 math curriculum to support Academic Pathways (January-June 2021)</p> <p>Presented at Parents as Partners and PIAC conferences on supporting</p>	<p>Enhance the TDSB Mathematics for Families website (https://sites.google.com/tdsb.on.ca/tdsb-mathematics-for-families/home) to include greater supports for students and parents and effectively communicate these resources to all schools.</p> <p>Provide ongoing professional learning support to Grades 7-10 teachers on inclusive, differentiated, and culturally responsive mathematics learning.</p> <p>Develop and implement a secondary mathematics</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>mathematics at home (October-November 2020)</p>	<p>leadership learning plan whereby current and aspiring math leaders engage in focused professional learning on culturally responsive mathematics education.</p> <p>Facilitate learning opportunities between Grades 7-10 teachers, including within feeder-receiving school networks.</p>
<p>Additional Actions</p>	<p>Developed the Kindergarten-Grade 1 IEP strategy to interrupt early streaming and historical overrepresentation of Black students in special education programs.</p> <p>Developed a Destreaming Readiness Assessment Tool to guide and support the work of Learning Network Superintendents and Secondary Principals as they prepare for the Sept 2021 implementation of Grade 9 destreaming. Appendices B & C</p> <p>Developed the Teacher Leadership Collective, a group of 80-100 teachers from K-12 across the TDSB who will serve as co-learners and sites of excellence to illustrate effective inclusion, culturally</p>	<p>Further develop a comprehensive strategy to address streaming structures and practices as early as Kindergarten and throughout elementary and secondary grades.</p> <p>Continue to develop the Teacher Leadership Collective to strategically facilitate learning experiences for staff to support Academic Pathways.</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>responsive teaching, and Indigenous education.</p> <p>Met with Coalition for Alternatives to Streaming in Education (CASE) to discuss their research findings and how they can support TDSB with resources and presentations.</p>	

Resource Implications

Schools will be provided guidance on strategies for use of budgets to support Academic Pathways such as release time for professional learning, collaboration and moderated marking.

Communications Considerations

Communications plan to be drafted in consultation with Communications Officer, as required.

Board Policy and Procedure Reference(s)

N/A

Appendices

- Appendix A: Locally Developed Compulsory Course Process
- Appendix B: School Readiness Assessment Tool
- Appendix C: Learning Network Readiness Assessment Tool

From

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Locally Developed Compulsory Course (LDCC) Recommendation Process

The Toronto District School Board is committed to identifying and eliminating all forms of systemic racism and oppression that lead to inequitable outcomes for Indigenous and Black students, students from lower socioeconomic backgrounds, and students identified with special education needs. The work of Academic Pathways and disrupting streaming structures from Kindergarten through to secondary school is part of this ongoing commitment.

As we continue to support all students by creating inclusive learning environments with high expectations, as well as to prevent the reproduction of academic streaming in new forms, the following information will support schools in offering and placing students into Locally Developed Compulsory Courses (LDCC).

With the implementation of de-streamed courses and the removal of Applied level courses, careful consideration must be given to student placement in LDCCs. Please keep in mind that LDCCs were originally intended to prepare students for Grade 11 workplace preparation courses. Students who have college or university aspirations should take academic or de-streamed courses and receive support if needed. For students who successfully complete LDCC courses, opportunities for lateral move to Academic/de-streamed courses can be provided, as appropriate.

Please note LDCCs are not intended to replace Applied level courses.

Schools should consider student placement in the LDCCs on a case-by-case basis (see process below). Placement will require a team to review that includes elementary and secondary schools and must include families and students in the process. The team will collaborate to identify and appropriately place students who may want to take a LDCC. Superintendents will support schools with approval of these placements. Secondary schools would go through a similar process should a student be newly identified who *may* be appropriate for an LDCC. *Please note, this process does not apply to congregated sites.

*Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways Report:
Appendix A*

Action	Staff Responsible	Timeline
Consider students where a LDCC course and the workplace pathway <i>may</i> be most appropriate, given their post-secondary aspirations and learning profiles.	Elementary Teacher, Principal, Student Success and / or Special Education representation, Families	March 1-12
Develop student profiles outlining the need for LDCC in collaboration with parents.	Elementary Teacher, Principal, Student Success and / or Special Education staff	March 1-12
Discuss students identified for enrolment in a LDCC with Superintendent.	Elementary staff, Superintendent	March 11-19
Communicate with families and students regarding recommendation and pathway.	Elementary staff	March 22-25
Share student profiles with Grade 9 school Principal/Vice Principal	Elementary Teacher, Principal, Student Success and / or Special Education staff	March 26
Secondary school reviews and confirms students recommended for LDCC	IST at Secondary School	March 29-April 9
Students timetabled into LDCC as recommended	Timetabling VP/ Guidance	April-Early May

Prompting questions

- What evidence is informing the decision?
- How have I engaged families in the discussion on pathways and outcomes?
- With appropriate accommodations and/or modifications will this student be successful?

Which students may an LDCC be appropriate for?

The LDCC course *may* be appropriate for students with:

- Complex special education learning needs who would require significant modifications and supports to achieve in the academic course that vary significantly from the course expectations that would not lead to the attainment of a credit.
- LEAP students who meet the criteria through a formal process involving the ESL Department. See [LEAP Guide](#) for criteria information. Of special note, not all LEAP students require LDCC.

The LDCC course is not appropriate for students with:

- Social emotional and/or behavioural challenges
- Mental health and well-being concerns who can achieve in academic with supports, accommodations and/or modifications in place
- An IEP and the ability to achieve in Academic with supports, accommodations and/or modifications in place
- An exceptionality and the ability to achieve in Academic with supports, accommodations and/or modifications in place
- English language learning needs. ELLs or students enrolled in a LEAP program who can achieve in academic with accommodations and/or modifications and supports
- Attendance concerns who can achieve in academic with accommodations and supports

Locally Developed Compulsory Course (LDCC) Recommendation Form	
<p><i>Careful consideration must be given to student placement in LDCCs, as they are intended to prepare students for Grade 11 workplace preparation courses. Students who have college or university aspirations should take academic or de-streamed courses and receive support if needed. For students who successfully complete LDCC courses, opportunities for lateral move to Academic/de-streamed courses can be provided, as appropriate. Please note LDCCs are not intended to replace Applied level courses. Please refer to the prompting questions on page 2 in order to support your recommendation.</i></p>	
Student Name: _____	DOB : _____
Elementary School: _____	OEN: _____
Form Completed by: _____	Date: _____
Name of Guardian Consulted: _____	Date: _____
<p>LDCC Courses Recommended (check all that apply):</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> English (ENG1L) <input type="checkbox"/> Mathematics (MAT1L) <input type="checkbox"/> Science (SNC1L) </div>	
<p>Rationale and/or Evidence for Recommendation:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Supports Recommended:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	
Elementary Principal Signature: _____	Date: _____

*Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways Report:
Appendix A*

Superintendent Signature:

Date:

School Readiness Implementation Assessment Tool - Secondary Administrators

The TDSB is committed to challenging streaming beginning in the Early Years and continuing into secondary school. As a system we will continue to offer inclusive, equitable learning environments for all of our students. Our focus for academic pathways is about having high expectations for all students, without losing the rigor and providing both staff and students with the supports they need so all students are successful at an academic level.

The TDSB is committed to moving forward with changes that will address systemic discrimination and help break down barriers, especially for Indigenous, Black and other racialized students, students living in poverty and students with disabilities and other special education needs.

This Academic Pathways Implementation Readiness Assessment Tool is developed to support your work in preparation for full implementation of Academic Pathways in all core subjects and the new De-streamed Mathematics course for September 2021.

This tool is to be used to engage school teams in reflective discussions on readiness and guide planning for the implementation of academic only and de-streamed math classes.

Please use the scale to assess your school's readiness in order to support your actions.

These are guiding questions and are meant to support your planning and preparations. They are not restrictive, and schools may have additional areas of focus/planning that will be examined. Next steps should be used to assist with your preparation for September 2021.

Leadership Reflection

Do you as an Administrator feel equipped to lead this work? What supports and resources will support this work?

Have you engaged in critical reading of books and articles, joined book studies and/or participated in webinars and professional learning related to de-streaming and related topics?

Have you reviewed the [TDSB Equity Leadership Competencies](#)? What further learning or professional development do you need to ensure that you are using and implementing the equity leadership competencies in your professional practice as a school leader?

Actions you can seek to further your understanding between now and June 2021:

School Readiness Implementation Assessment Tool - Secondary Administrators

Engaging Stakeholder Communities

As a **school staff**, (i.e., teachers, classroom educators, Guidance Counsellors, etc.) we have a shared understanding that streaming led to unequal post-secondary school access and success and therefore de-streaming contributes to success for all students.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Students have input and inform de-streaming plans.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Parents/Guardians understand the need for de-streaming and inform plans and accountability measures.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

School Readiness Implementation Assessment Tool - Secondary Administrators

Professional Learning - Increased Educator Capacity for effective, culturally responsive instruction, assessment and evaluation in de-streamed classrooms

Develop Anti-Racism Professional Learning for School Staff

Professional learning for school staff challenges systemic and individual racism, discrimination, and constructions of ability that view some students as more capable of learning than others. Consider specific processes, policies and resources (e.g., critical theories such as anti-oppressive discourse, critical race theory, critical disability studies etc.) your school has used which have enabled successful and sustainable cultural shifts through instruction.

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

Pedagogy and new practices in classrooms are embedded and integrated in professional learning, collaboration and grounded in theory that impacts classroom practice (e.g., teachers using culturally relevant and culturally sensitive literacy practices in English classrooms, etc.)

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Develop Professional Learning Plans for Educators and Support Staff

All educators and support staff are engaged in collaborative inquiries (including supports for instruction and assessment practice in de-streamed classrooms) that are decolonizing and anti-racist and stimulate, challenge, encourage and support all learners. The plans include time to co-develop instruction, assessment, evaluations and accommodations for use in classrooms.

1 _____ 4
Beginning Accomplishing

School Readiness Implementation Assessment Tool - Secondary Administrators

Action to be taken between now and June 2021:

We have accessed board-level supports (e.g., Equity Leads, Black and Indigenous Graduation Coaches, Program Coordinators, etc.) and resources to support the implementation of Academic Pathways:

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

Structures and Supports

Strengthen Transition Planning Processes

Transition plans support students entering Grade 9 and onward. Plans include Student Success supports and considerations of Individual Education Plans (IEPs).

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

Provide Guidance for Individual Student-Focused Timetabling

1 _____ 4
Beginning Accomplishing

Strengthen Course Selection Review Processes

1 _____ 4
Beginning Accomplishing

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

School Readiness Implementation Assessment Tool - Secondary Administrators

Student Supports

We have developed a school-level plan for implementing wrap-around supports (e.g., Learning Outside the School Day - for example, before and after school tutoring, after school hands-on enrichment opportunities aligned with student interests, etc.) for students in academic only or de-streamed math classes:

1 _____ 4
Beginning Accomplishing

Action to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

*Thank you for taking the time to complete this assessment of your School implementation readiness and for sharing your ideas and strategies for our continued work.

Learning Network Readiness Implementation Assessment

This Academic Pathways Implementation Readiness Assessment Tool is developed to support your work with your Learning Network in preparation for full implementation of Academic Pathways in all core subjects and the new De-streamed Mathematics course for September 2021.

This tool can be used to engage your Learning Network of secondary school teams in reflective discussions on readiness and guide planning for the implementation of academic only and de-streamed math classes. **Please use the scale to assess your LN's readiness in order to support your actions.**

These are guiding questions and are meant to support your planning and preparations. They are not restrictive and Learning Networks may have additional areas of focus/planning that will be examined. "Actions" should be used to assist with your preparation for September 2021.

A School Readiness Implementation Assessment tool has also been developed to support school teams in preparing for Academic Pathways implementation. Please work with your Secondary Learning Network Administrators to support their work.

Engaging Stakeholder Communities

As a **Learning Network**, (i.e., Administrators, coaches, etc.) we have a shared understanding that streaming led to unequal post-secondary school access and success and therefore de-streaming contributes to success for all students.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Students In our **Learning Network** have input and inform de-streaming plans.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Learning Network Readiness Implementation Assessment

Parents/Guardians in our **Learning Network** understand the need for de-streaming and inform plans and accountability measures.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Consider how these questions and actions will help to build School Improvement Plans.

Professional Learning: Increased Capacity for effective leadership of culturally-responsive instruction, assessment and evaluation in de-streamed classrooms

Develop Anti-Racism Training Plans for System Leaders and School Staff

Professional learning for school administrators and coaches challenges systemic and individual racism, discrimination, and constructions of ability that view some students as more capable of learning than others. Consider specific processes, policies and resources (e.g., critical theories such as anti-oppressive discourse, critical race theory, critical disability studies etc.) your **LN** has used which have enabled successful and sustainable cultural shifts.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Learning Network Readiness Implementation Assessment

Strengthen Instructional Programs in De-streamed Classes

As a Learning Network we access central staff who are trained in anti-racism and anti-oppression principles to support secondary administrators with Academic Pathways implementation and school leadership.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Develop Professional Learning Plans

As a Learning Network we have developed a plan to allow educators to engage in collaborative inquiries (including supports for instruction and assessment practice in de-streamed classrooms) that are decolonizing and anti-racist and stimulate, challenge, encourage and support all learners. **The plans include time for administrators to co-develop and share ideas that have already been implemented in their schools.**

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Consider how these questions and actions will help to build School Improvement Plans.

Learning Network Readiness Implementation Assessment

Structures and Supports

Leverage Staffing Supports

Our Learning Network has accessed board-level supports (e.g., Equity Leads, Black and Indigenous Graduation Coaches, Instructional Leaders, etc.) and resources to support the implementation of Academic Pathways.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

As a Learning Network we have examined strategies to develop school-level plans for implementing wrap-around supports (e.g., before- and after-school tutoring, after-school hands-on enrichment opportunities aligned with student interests, etc.) for students in de-streamed classes.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Strengthen Transition Planning Processes

Transition plans support students entering Grade 9 and onward. Plans include Student Success supports and considerations of Individual Education Plans (IEPs). **Administrators are provided time to co-develop and share ideas that have already been implemented in their schools.**

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Learning Network Readiness Implementation Assessment

Provide Guidance for Individual Student-Focused Timetabling

In our Learning Network, individual student-focused timetabling is in place to support student learning in de-streamed classes (e.g., course bundling, non-semestered math, other timetabling strategies to support student needs, etc.).

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Strengthen Course Selection Review Processes

As a Learning Network we have followed the board plan to specifically review any student registration in Locally Developed Compulsory Credit Courses (LDCC) with the goal that, whenever possible, students should be supported with appropriate accommodations in a ministry-defined course (i.e., De-streamed or Academic Pathways courses). Students should enroll in the LDCC only when their learning needs cannot be accommodated in a ministry-defined course.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

As a Learning Network, we continue to critically examine other streaming processes within our schools (eg. specialized programs, enriched courses, etc.) to ensure they are not further marginalizing particular groups of students.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

Please describe resources or processes your Learning Network has used that have effectively supported students and families that we can share and learn from when supporting de-streaming.

Learning Network Readiness Implementation Assessment

4. Monitoring, Evaluation and Reporting

As a Learning Network we have developed a clear plan to ensure that data collection, analysis and reporting processes are in place to monitor progress and report on all de-streaming outcomes and indicators.

1 _____ 4
Beginning Accomplishing

Actions to be taken between now and June 2021:

*Thank you for taking the time to complete this assessment of your Learning Network implementation readiness and for sharing your ideas and strategies for our continued work.



Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board